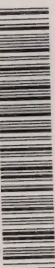


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# 1992

## ADULT EDUCATION AND TRAINING SURVEY

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Développement des  
ressources humaines Canada

Statistics  
Canada

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Canada



## **THE 1992 ADULT EDUCATION AND TRAINING SURVEY**

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Prepared by the Training and Continuing Education Section, Education,  
Culture and Tourism Division, Statistics Canada  
July 1995

The 1992 Adult Education and Training Survey and this report were prepared under  
contract to Human Resources Development Canada





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## SYMBOLS

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The following symbols are used throughout this report:

- amount too small to be expressed.
- \* numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.
- \*\* data are not reliable enough to be released; coefficient of variation greater than 25%.



The following symbols are used throughout this report:

— for single line element

— for double line element (the double line is composed of two parallel lines 1/8" apart)

— for the double line element in the vertical position (the double line is composed of two parallel lines 1/8" apart)



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## HIGHLIGHTS

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In 1991 the economic context in Canada was one of deep recession combined with large restrictions in public spending levels. Close to one in nine people were unemployed throughout that year. All occupations in all industries were suffering, but young adults and Blue Collar workers were the most affected groups. In addition to these economically difficult times, Canada had to adapt to a rapidly changing social environment, mainly due to a globalization of markets and rapid technological changes. One resource that has frequently been accessed for managing these conditions has been the adult education and training system.

The 1992 Adult Education and Training Survey (AETS) collected information on all education and training activities, regardless of level, content or method, pursued by persons aged 17 years and older. Survey results indicated that overall, close to 6.7 million people (or one third of the adult population) had taken some form of education and/or training during the 1991 year.

This report focuses on the AETS results which highlight the adult education and training activities which took place in Canada in 1991. The definition of adult education and training used for this report is similar to the one proposed by UNESCO in the International Standard Classification of Education (ISCED). To reflect the Canadian context the adult population was considered to begin at age 17. In addition, the participation of students (aged 17 years and older) in full-time diploma, certificate or degree programs were excluded from the analyses **unless they were undertaking this full-time education with employer support** (through payment of fees or time-off, etc.).<sup>1</sup>

As a result of these definitional adaptations, the activities of 1.2 million exclusively full-time, non-employer-supported students, aged 17 years or older, were excluded from the analyses. This left an adult education and training participant population of 5.5 million people. These people pursued over 8.7 million short-term or part-time courses, trade, vocational or apprenticeship programs or employer-sponsored full-time programs.

### Who were the adult learners?

- One in every four (27%) or 5.5 million Canadians participated in adult education or training activities in 1991. Canadian adults invested close to 530 million hours of their time in education and training, representing an average of 96 hours per trainee.
- The majority of adult learners (73%) enrolled in educational activities to acquire or upgrade job or career-related skills compared to 27% who enrolled for personal interest purposes.

---

<sup>1</sup> For a complete discussion of the definition of adult education and training used in this report please refer to the definition provided in Chapter 1.

- Overall, women (28%) participated slightly more than men (26%). This reflects their higher participation in personal interest education than men (13% vs. 7%) combined with a slightly lower participation in job-related activities (19% vs. 21%).
- More than a third (36%) of the population in their primary working years (25-44 years old) participated in adult education and training. More than a third (34%) of those aged 17-24 years also participated, but involvement in education and training activities declined rapidly for people over 44 years of age.
- The level of participation in learning activities increased as the survey respondent's income and level of school attainment increased. Participation rates for those at the top of the income scale was much higher (57%) than for those at the lower end of the scale (18%). Similarly, adults with a university degree participated three times more often than those with a high school diploma or less (51% vs. 18%).
- Almost 40% of employed workers obtained some form of adult education and training compared to 21% of the unemployed and 12% for those not in the labour force.
- In terms of job-related training, the participation rate for employed individuals is more than double that of unemployed workers (30% vs. 14%).

### **What did they learn?**

- More male (82%) than female (66%) participants enrolled in job-related education or training activities. Female participants (46%) were more inclined than the male participants (27%) to take personal interest courses.
- In general, adult learners were not studying to obtain a diploma or degree. Rather, they enrolled in short-term, part-time courses to acquire very specific skills.
- Overall, close to one half of all adult education and training activities were concentrated in three fields of study: Management/Administration, Engineering/Applied Science Technologies and Trades, and Health Professions/Sciences and Trades.

### **Training in industry**

- Public and private employers supported or provided training to 22% of their employees. Older employees and those working full-time in managerial and professional positions received more support for training from their employers than others.
- By industry, there were large differences in the number of workers obtaining training. The percentage of workers supported by their employers ranged from 10% in Agriculture and Construction to 51% in Utilities.



- Employers supported an average of two weeks training per year (76 hours) for *trainees*. Male trainees obtained an average of 84 hours per year compared to 67 hours per year for female trainees. On a per *employee* basis this training was equivalent to an average of two days training a year (16 hours).
- The incidence of training increased as the size of the firm increased. Large firms, with 500 or more employees, supported training for 35% of their employees compared to 11% for small firms with fewer than 20 employees.
- Overall, male and female employees were equally supported by employers. However, major differences existed by industry. In general, training rates for males and females were similar in large firms and industries dominated by public organizations. However, the training rates for female employees were lower than the rates for male employees in Agriculture, Manufacturing, Trade, and in Business/Personal/Miscellaneous Services industries.

### Who sponsored the training?

- Employers supported the majority of job-related training activities while the trainees themselves mainly supported their personal interest activities. Employers were involved in 47% of the study programs and 78% of the courses taken for job-related reasons.
- The most common type of financial support offered by employers was the payment of tuition fees. Employers paid the fees for almost eight out of ten training activities. They also covered the costs of course materials and provided time away from normal work activities for nearly 7 out of 10 of the education and training events.

### The provision of training activities

- The school system was the most important provider of education and training activities to adult learners, handling one third of the activities. Employers and commercial suppliers provided 17% respectively, community and sports facility centres 9%, while the remainder (24%) were provided by unions, professional associations, individuals, etc.
- Employers relied mainly on their staff (37%) or consultants (37%) to provide training to their employees.
- More than one in four training activities were provided through multiple teaching methods. While direct classroom instruction was still the most popular method of teaching, this pupil-teacher approach is no longer exclusive.
- Of the 6 million programs and courses taken for job-related reasons, almost one million (16%) included some form of computer assisted instruction.

## Accessibility and adequacy of training

- Employer's support greatly facilitated accessibility to job-related training for most Canadians. More than 80% of workers who took job-related training were financially supported by their employer.
- Most of the training activities supported by employers had also been initiated by employers (79%).
- Close to 1.5 million people, representing 12% of the labour force, reported unsatisfied training needs. This number was about equally divided between those who had participated and those who had not participated in a training activity in 1991.
- The three most important barriers to training reported by survey respondents were the lack of time (38%), the lack of financial resources (28%) and a shortage of required programs (28%).
- Of those respondents who were either unemployed and/or out of the labour force, 40% cited monetary concerns and 31% 'training programs not offered' as their primary barrier to training.
- The majority of participants reported using the skills and knowledge acquired through their adult education and training activities at work. Activities sponsored by employers were judged much more useful at work than those not sponsored by employers.
- A large majority (83%) of employer-sponsored participants believed that the level of training offered to them or their fellow workers by their employers was adequate.

## INTRODUCTION

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Over the past decade, mainly as a result of the globalization of its economy, Canada has experienced important social and economic structural changes. Of particular relevance to this report is the impact of continuing technological change and the modifications that have taken place in the organization of the labour force. As with any country in today's global economy, Canada can no longer rely solely on its natural resource base, nor on the volume of its current or potential labour force, to participate successfully in the global market economy. The continuous upgrading of Canada's human resources has become an essential condition for ensuring long term economic growth .

In the 1990's, Canadian workers are compelled to adapt to constantly changing and intensely competitive work environments (see Charts 1-9 for graphic representations of the following discussions). Traditional jobs, with work patterns and skills that remain stable over the worker's entire working career, are disappearing. Many jobs require additional or new sets of skills relative to those used in the past. Furthermore, the heavy concentration of the baby-boom population (people aged 25-55 years of age) in the labour force has generated strong competition for jobs and young people have been unable to take their share of the employment market. Two recessions (1981 and 1991) have led to high unemployment, down-sizing and organizational restructuring of the labour force, exacerbating an already difficult situation.

The Canadian economy continues to shift away from resource based activities (goods-producing) to service-producing activities. This requires a major reorientation in the skills and knowledge of current labour force participants. Productivity, efficiency, competitiveness, job security, advancement, and so on, are dependent on the skill level of workers. Workers must be trained either to maintain, restore or increase their existing competencies and to develop new ones for new tasks. This training may be relevant to a current career or job, or to a future career or job. The recourse for many workers is to address these demands by an active upgrading of skills, knowledge and competencies through additional training and education activities.

The demand for adult education and training does not reside in the employment sector alone. The average level of literacy of the Canadian population has created serious concerns in the last several years. For many adults even the most basic skills are wanting. In addition, the number of immigrants to Canada doubled between 1981 and 1991. For many immigrants neither French nor English are understood, cultural differences between their country of origin and Canada are extreme, and the Canadian social systems are a mystery. These are unique and specific needs that must be addressed in order for these individuals to assume their full role as productive members of Canadian society.

The overall social and economic restructuring that has prevailed over the past few years, has put heavy pressure on all members of Canadian society to adapt. As a consequence, adult education and training suppliers have had to develop new and expanded programs. At the same time there has been a significant increase in the number of providers. Education and training, especially for adults, is no longer only in the public domain. The public sector must now compete, or cooperate, with a growing number of commercial suppliers and employers in the provision of education and training.

To determine the importance of adult education and training in Canada, the motivation of learners, the obstacles they encounter and to discover the nature and relevance of the training received, Statistics Canada conducted the Adult Education and Training Survey in January 1992. The survey was managed with the financial and consultative assistance of Human Resources Development Canada. The survey, the fourth of its kind since 1984, gathered information on adult education and training for the year 1991 from some forty five thousand individuals across Canada.

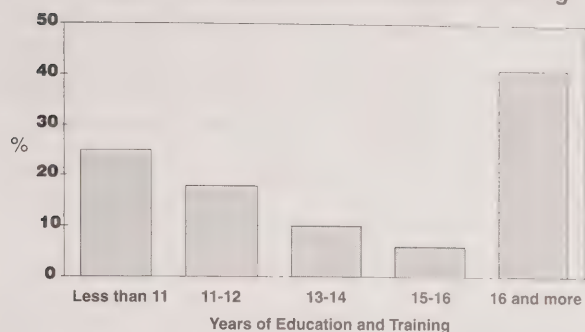
This report, which was funded and supported by Human Resources Development Canada, presents a summary of the survey results. Chapter 1 presents a socio-economic profile of the participants in adult education and training and an exploration of the different education and training activities undertaken. In Chapter 2, education and training activities are examined in terms of the various fields of study, teaching methods and the trainees' funding resources. Finally, Chapter 3 reviews the factors affecting access to training and assesses the perceived relevance (by employee participants) of the education and training they undertook.



# THE SOCIO-ECONOMIC CONTEXT

## CHARTS 1 TO 9

**Percent of Jobs Created Between 1986 and 2000,  
by Years of Required Education and Training**

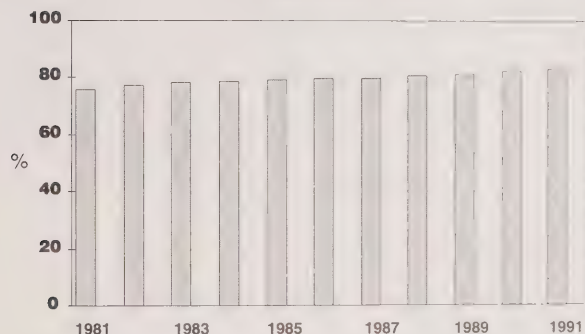


Source: Human Resources Development, Canada.

**Chart 1**

Technological changes modify the mix of jobs and often increase skill requirements. By the end of the century, more than 40% of the new jobs will require at least 16 years of education and training.

**The Proportion of Workers Aged  
25 Years and Over**

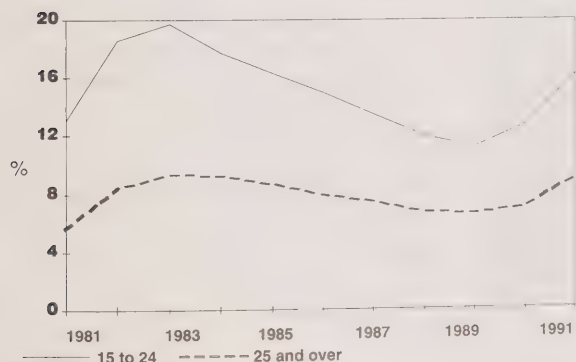


Source: Statistics Canada, Historical Labour Statistics 1992, Cat. 71-201, Annual.

**Chart 2**

The aging of the Canadian population, combined with relatively weak economic performance which has limited job creation over the last few years, has resulted in an older workforce. The proportion aged 25 years and over now makes up 83% of the labour force, up from 76% a decade ago.

**Unemployment Rates**



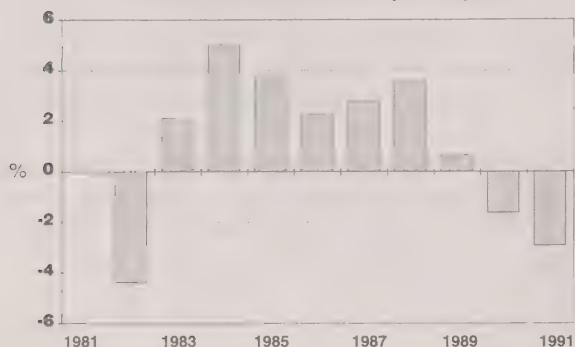
Source: Statistics Canada, Historical Labour Statistics 1992, Cat. 71-201, Annual.

**Chart 3**

Young people less than 25 years old have experienced higher unemployment rates than the rest of the labour force.

## THE SOCIO-ECONOMIC CONTEXT

**Gross Domestic Product per Capita**

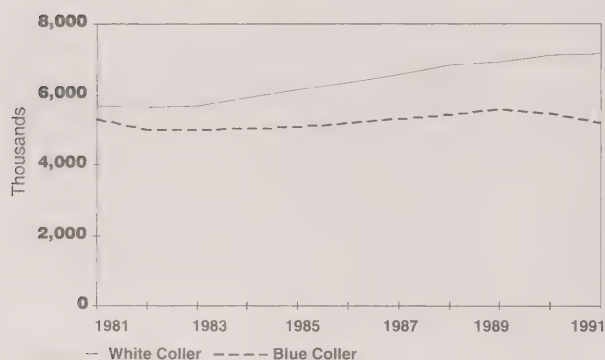


**Chart 4**

Over the last decade, Canada has experienced relatively weak economic growth, suffering two recessions. On average, per capita domestic production increased 2% a year during this period.

Source: Statistics Canada, National Income and Expenditure Accounts, Annual Estimates, 1981-1992, Cat. 13-201.

**Occupational Distribution of Workers**



**Chart 5**

Most of the jobs displaced by the recession and the restructuring of the economy were in goods-producing industries, mainly in the manufacturing industry. As a result, the proportion of employment in Blue Collar jobs in the economy is declining.

Source: Statistics Canada, Historical Labour Statistics 1992, Cat. 71-201, Annual.

**Industrial Distribution of Workers**



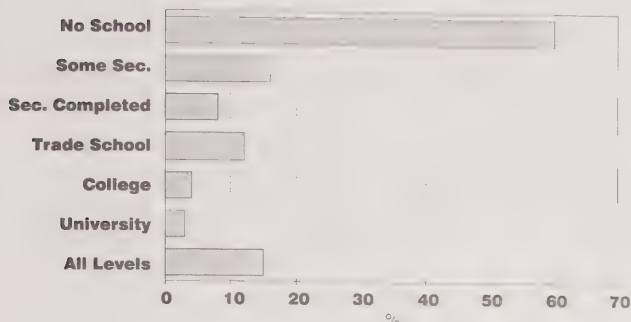
**Chart 6**

The restructuring of the economy has shifted resources out of the goods-producing sector into the service-producing sector. As a result, the proportion of employment in the service sector increased from 66% to 72% of the labour force within a decade.

Source: Statistics Canada, Historical Labour Statistics 1992, Cat. 71-201, Annual.

## THE SOCIO-ECONOMIC CONTEXT

Percent of Canadian Adults Showing Limited<sup>1</sup> Reading Skills, by Schooling Level



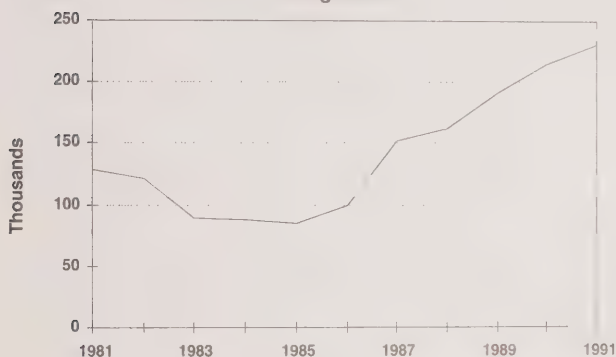
**Chart 7**

Given the slow rate of growth of the labour force and the lower level of schooling and literacy skills of many older workers, Canadian adults will require further training in order to face the challenges ahead.

Source: Statistics Canada, Survey of Literacy Skills Used in Daily Activities, 1989.

<sup>1</sup> Canadians at this level have difficulty dealing with printed materials or can use them only for limited purposes.

Immigration

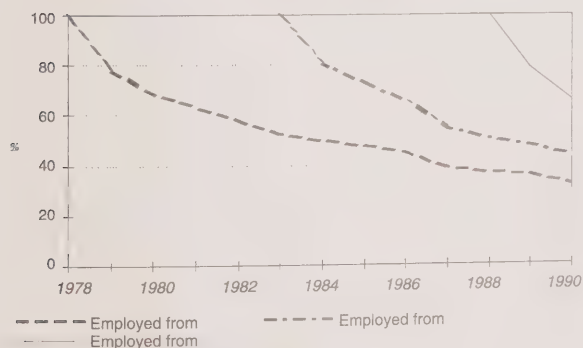


**Chart 8**

The level of immigration has doubled over the decade. A large proportion of these immigrants require vocational training in order to adapt to their new working environment and integrate successfully into the labour market.

Source: Statistics Canada, Canadian Economic Observer, 1992/1993 Cat. 11-210.

Employee Retention in Manufacturing Industry, by Cohort Group



**Chart 9**

The labour market is extremely fluid with major movements between industry sectors. For example, only 65% of the 1988 tax cohort in manufacturing were still employed in manufacturing in 1990.

Source: Human Resources Development Canada, 10% T4's File.





## Chapter 1

# A PROFILE OF PARTICIPANTS

---

The level of education of Canadians is usually measured by the average number of years of formal schooling an individual has attained. This measure reflects the time invested in formal schooling in recognized institutions towards a diploma, certificate or degree and increases at a relatively slow pace over time. The statistics exclude, however, the multitude of structured educational activities or events generally taken outside the formal education system. These activities also serve to increase the knowledge and skill levels of Canadians. The Adult Education and Training Survey (AETS) provides a unique information database on all formal and non-formal education and training activities taken by adult Canadians.

The 1992 AETS gathered education and training data from persons aged 17 and over for the 1991 calendar year. It collected information on both credit and non-credit courses, offered full-time or part-time, at public or private institutions, at the work place, at a variety of other locations or through electronic media. Respondents could include courses or programs taken for career or job-related purposes and/or for personal interest reasons (e.g. a part-time program in computer programming or a recreational course in aerobics). They could also include either formal or non-formal education activities.<sup>2</sup> Of the population aged 17 years or over living in Canada in 1991, close to 6.7 million (or one third) had pursued some form of education and/or training during 1991.

### Adult Education and Training - A definition

The definition of adult education and training used for this report is an adapted version of the definition developed by UNESCO (in the International Standard Classification of Education). According to UNESCO, adult education is defined as organized programs of education which have been adapted to the needs of persons 15 and older who are not in the regular school and university systems.

This definition has been modified to more appropriately reflect the Canadian context. In most provinces and territories school attendance is compulsory until age 16. For the purposes of this report, then, the adult population was considered to begin at age 17. Furthermore, a subset was taken of the original survey population in order to remove those persons involved full-time in the regular school and university systems (often referred to as students who are still involved in their first or initial cycle of education).<sup>3</sup>

---

<sup>2</sup> Formal education or training activities have an identifiable structured plan and clear objectives which are geared to the development of the learner's skill and competence. The student follows a program planned and directed by a teacher or trainer and receives some kind of formal recognition upon completion. Non-formal education includes education and training which takes place outside the formal education system. Participants are not necessarily graded, nor do they typically receive formal recognition for the completion of the work. Non-formal education covers a broad range of activities such as structured training, courses, seminars, workshops, tutorials, etc.

<sup>3</sup> It can be argued that adults returning to school on a full-time basis after a prolonged period outside the regular school system ("returnees") constitute a special group and should also be considered in an analysis of adult education and training. However, because they cannot be distinguished clearly from those 17 and over who have not yet left the regular school system for a significant period of time, they were not included as a separate group in the analysis presented in this document. An estimate for the number of Canadian full-time students who fall into this category was 351,000 for 1991. See Education Quarterly Review, Statistics Canada Cat.# 81-003, Vol. 1 No.2, Summer 1994

Thus, the participation of students (aged 17 years and older) in full-time diploma, certificate or degree programs were excluded from the analyses **unless they were undertaking this full-time education with employer support** (through payment of fees or time-off, etc.). Employer-supported, full-time training and education has been retained in order to obtain a comprehensive picture of how employers are involved in training. In addition, any education and training activities taken by full-time students beyond their regular school and university programs have also been included. This reveals the investment this group is making in education and training beyond their regular formal education activities.

Following the conditions explained above, the activities of 1.2 million exclusively full-time, non-employer-supported students, aged 17 years or older, were excluded from the analyses. The remaining 5.5 million people represent the adult education and training target population for this report.

The main unit of measurement in this report is the *participation rate*. The participation rate is the proportion, or number of participants, of a given adult population taking education and training activities relative to the size of that population as a whole. In the context of training offered by employers, the term *training rate* is generally used rather than participation rate. Definitions of all major concepts referred to throughout this report are provided in Appendix A.

Chapter 1 provides a socio-economic profile of participants in adult education or training activities. Section A discusses overall participation in terms of the major socio-economic and demographic variables. The latter part of the chapter (Section B) focuses on job-related training with an emphasis on employer-supported training.

## SECTION A: Who are the adult learners?

The 1992 AETS results indicate that 33% of all individuals aged 17 and over participated in some kind of structured education or training during the 12-month period in 1991. Excluding non-employer-supported full-time students, who were considered to be involved in their initial cycle of education, the remaining adult education and training population represents 27% of Canadians aged 17 and older.<sup>4</sup> These five and one half million adult education and training participants took 1.3 million programs towards a degree or diploma<sup>5</sup> and 7.4 million part-time or short-term full-time courses, and invested a total of 529 million hours of their time in these pursuits.

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<sup>4</sup> In the 1990 AETS, (reporting for the 1989 year), the participation rate was estimated at 17%. However, due to modifications in survey methodology and in questionnaire design, this rate is not comparable to the 1992 rate. For these reasons, the increase in rates should not be interpreted only as an increase in incidence of training among Canadian adults.

<sup>5</sup> All these programs were taken on a part-time basis except for the employer-supported programs which could be taken on either a full-time or a part-time basis.

**Table 1.1 The majority of trainees registered in courses for job-related reasons**

	<b>Trainees</b> (in thousands)	<b>Participation Rate</b> (%)	<b>Activities</b> (in thousands)
<b>Total<sup>1</sup></b>	<b>5 504</b>	<b>27</b>	<b>8 677</b>
Programs	1 236	6	1 284
Courses	4 640	23	7 394
<b>Job-Related</b>	<b>4 030</b>	<b>20</b>	<b>6 040</b>
Programs	1 052	5	1 095
Courses	3 265	16	4 946
<b>Personal Interest</b>	<b>2 064</b>	<b>10</b>	<b>2 637</b>
Programs	149	1	189
Courses	1945	10	2 448

<sup>1</sup> Figures may not add since participants might have been registered in both programs and courses. In addition some respondents (82,000) did not identify their reason for training as either job-related or personal interest. For this reason they could not be counted by reason of training but were included in the total

Source: Statistics Canada, Adult Education and Training Survey, 1992

Most of the participants in adult education and training undertook these activities for career or job-related reasons. Job-related education, as the name implies, is vocational education taken for career or job-related reasons, such as training taken to improve job skills, obtain a new position, increase salary, etc. Personal interest education is taken for personal development, leisure or recreation. Any education or training supported financially or otherwise by the employer, either partially or completely, is considered to be job-related training.<sup>6</sup>

Adults participating in education and training activities in 1991 were twice as likely to participate for job-related reasons than for reasons of personal interest. Twenty percent (20%) of all individuals aged 17 and over participated in some type of education or training for job-related reasons and about 10% of adults took some education or training for reasons of personal interest. Approximately 3% of the population enrolled in both job-related and personal interest activities. Furthermore, two thirds of all courses and 85% of all programs were taken for job-related rather than personal interests.

<sup>6</sup> This Survey did not differentiate between vocational training and personal development training that might have been offered or supported by employers.



## Participation increased from East to West

Significant differences in participation rates exist between the regions of Canada. Overall participation was significantly higher in the Western and Central provinces than in the Atlantic provinces. The participation rate in Alberta (34%) was the highest in the country. The lowest rates in the country were in New Brunswick and Newfoundland; overall participation in the Atlantic provinces was significantly lower (19%) than the national average (27%).

Many factors might explain these differences. On the demand side, differences in job opportunities and in industry composition among provinces probably had an influence on participation in adult education and training activities through their impact on workers' income and the incidence of employer-supported training. On the supply side, the presence of large employers, who usually offer more training than small ones, and the structure and accessibility of the private and public education systems are important factors.

In all provinces, except Quebec, participation in job-related activities was twice as high as that of participation in personal interest activities. While overall rates of participation in Quebec are similar to those in the Western provinces and Ontario, participation in job-related training was relatively low in comparison. At 17%, the participation rate in job-related training in Quebec falls between the rates for the provinces to the west (21% to 26%) and that of the Atlantic provinces (13% to 15%). In terms of personal interest activities, the Quebec participation rate was comparable to the national average (11% vs 10%).

Significant differences were also noted between urban centres and rural areas. Overall, the average participation rate in urban centres was higher than in rural areas (29% vs. 21%). The higher unemployment, fewer job opportunities, and restricted availability of education, typical of mainly rural areas, reduce the availability and increase the cost of participating in education activities. The highest rates for urban centres were observed in Alberta and Manitoba while rates for urban centres in Atlantic Canada were comparable to the average rate in rural Canada. The largest intraprovincial disparities between urban and rural participation in adult education and training were in Newfoundland, Manitoba, Saskatchewan, Quebec and New Brunswick.

Women participated slightly more than men in adult education in all provinces except Manitoba, New Brunswick and Newfoundland. The largest differences in participation between the sexes occurred in Quebec and PEI where the overall female participation rates were approximately 5 percentage points higher than those of men.

While there were only small differences in the overall participation rates of men and women in urban centres, female rates were significantly higher than those for males in rural areas. This was mainly due to the fact that male participation in educational activities taken for personal interest was minimal in rural areas.

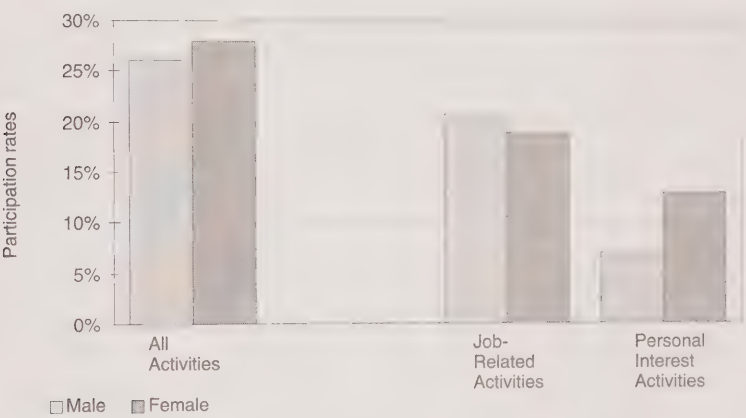


In all provinces except Newfoundland, where participation in personal interest education was similarly low for both sexes, women participated more than men in personal interest activities.

**Differences in participation rates by gender were small**

Overall, women participated slightly more than men in adult education (28% vs. 26%). This reflects their much higher participation in personal interest education than men (13% vs. 7%). Concurrently, the participation rates for men in job-related activities were slightly higher than those for women (21% vs 19%).

**Chart 1.1 Men and women had comparable overall participation rates**



Source: Statistics Canada, Adult Education and Training Survey, 1992

**The majority of participants were aged 25 to 44**

As shown in Chart 1.2, participation among people aged 25 to 44 was much higher than the overall average (36% vs 27%). People from this age group are generally investing more in their careers and jobs.

**Chart 1.2 Participation was highest among people aged 25 to 44**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The 17-24 year old group showed a somewhat lower involvement in adult education. Many individuals in the youngest age group are still attending school full-time and have not yet completed their initial cycle of formal education. By definition, their full-time course work in degree, diploma and certificate programmes were excluded from the survey analyses which explains the lower participation numbers. The courses taken beyond their full-time programs, however, were included. For all age groups except for those 55 and over, participation in personal interest activities was less popular than participation in job-related learning activities.

Participation in adult education declines sharply for those aged 45 and over. In fact, the participation rate for those aged 55 and over was 9%. By age 55, personal interest activities have become more popular than job-related activities. This decline in job-related training can be explained by the decreasing propensity to invest in training due to approaching retirement, as well as the lower educational attainment of the current 55+ generation. Lower levels of enrollment in adult education and training are typically correlated with lower levels of educational attainment (see Chart 1.3). In addition, women from this age group do not take as large a role in the labour force as their younger counterparts. They are, therefore, unlikely to pursue job-related training activities.

Generally, women participated in training at a higher rate than men in all age groups, but differences which exist at either end of the age scale deserve mention. For the 17 to 24 year old age group, women were more active than men in both job-related and personal interest education; while for the 55 years and over age group, female education was principally undertaken for personal interest. On the other hand, male participation in job-related training was slightly higher than female participation in all age groups except for the 17-24 year old group.

Overall, participation in personal interest training is highest for the 17-24 age group and then declines with the ageing process. While male participation in personal interest training was lower than that of women in all age groups, the relationship to age differs by gender. Male participation in personal interest education was highest among the youngest age group and declines with age. For women under 54 years of age, participation in personal interest education remains fairly stable with a peak in the 25-34 age group. Over 54, female participation in personal interest training decreases sharply. In addition to factors such as health and income, this phenomenon might also reflect a difference in the perception and value given to educational activities by older generations. On average, they have less schooling than the younger generation and have often been out of school for quite some time. Taking a course, even for leisure purposes, means that they have to overcome important barriers, many of which may be of a personal nature.

Single people took more training

The overall participation rate of single people (32%) in adult learning activities was higher than that of married people (27%) and participation in both groups was significantly higher than that of the 'other' marital status category (17%). This latter category includes widowed, separated and divorced people. As we have seen, involvement in adult education and training activities declines with age. The inclusion of the typically older 'widowed' group in the last category will necessarily bring the participation rate down for that group.

Married women and men participated approximately in the same proportion (28% and 26%). Differences in level of participation by marital status largely reflect the younger age of singles and the more demanding commitments and family responsibilities of married people. Single people participated in both job-related and personal interest training at a slightly higher rate than the other two groups.

Table 1.2 Single people participated more than others in training activities

	All Activities			Job-Related Activities			Personal Interest Activities		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
	Sexes			Sexes			Sexes		
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Total	27	26	28	20	21	19	10	7	13
Married	27	26	28	21	23	19	10	7	13
Single	32	28	37	22	20	24	12	9	16
Other	17	17	17	12	14	12	8	6	9

Source: Statistics Canada, Adult Education and Training Survey, 1992

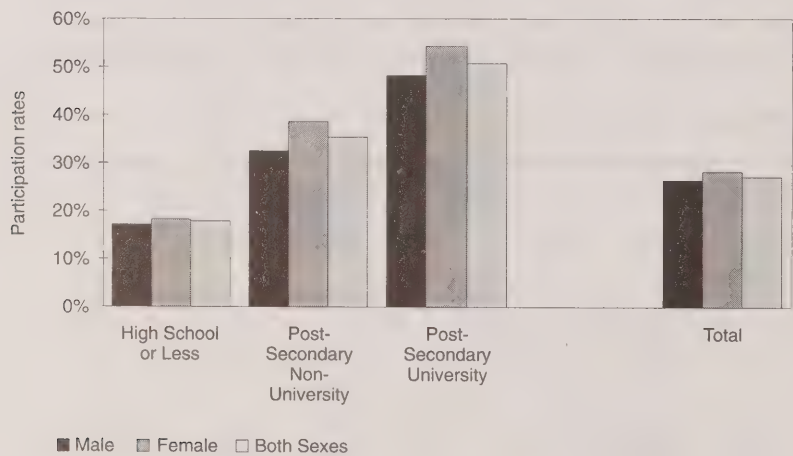
Participation in job-related education or training was higher than in personal interest activities regardless of marital status. However, moderate differences were noticed in participation in job-related training, by sex and marital status. Married men participated more in job-related training than all other men and more than married women. Single women participated more in these activities than married women (24% vs. 19%). It appears that being married decreases the likelihood of female participation in job-related training, and increases the likelihood of male participation.

**Higher school attainment levels promote higher participation in adult education**

Participation in adult education and training was strongly linked to acquired school attainment levels. There was a large increase in participation with each subsequent level of educational attainment. Adults with post-secondary non-university levels of education had participation rates twice those of adults with a high school diploma or less (35% vs 18%). The rates for university graduates were almost three times higher than the rates for the high school or less population.

Differences in participation rates by gender were evident among those who had completed a post-secondary level of education. Women with post-secondary experience both at the college and university level participated significantly more than their male counterparts in adult education and training. Among those with high school education and less, however, there was very little difference in overall participation between the sexes.

**Chart 1.3 Well educated people participated more than other groups in the population**



Source: Statistics Canada, Adult Education and Training Survey, 1992



Although participation in adult education and training increased in direct relationship to the level of school attainment, the relationship is not a simple one. Several factors underlie this relationship (also see Chapter 3 for a discussion on the barriers to education and training). For instance, higher school attainment levels probably promote higher participation in education and training in general. People who already have strong educational experiences are more able to participate, and perhaps more able to even consider participating successfully, in educational activities. The skills required to be a learner will already be available to them because of their background. Furthermore, more educated people are more likely to be employed, and therefore better aware of the benefits of, and the need for, training. Many of these trainees are also probably working in positions requiring more regular retraining as compared to positions generally occupied by the less educated population. The unemployment rate for individuals with post-secondary education is much lower than for those with lower educational attainment. Workers with post-secondary education generally have better jobs, perhaps with professional certifications that require ongoing training, or are working for employers who are better able to provide or support structured training activities (such as large employers).

The difference in participation rates by various levels of schooling suggests a disparity between the need for education and training and the incidence of training. This is especially true for the working population. While participation in both types of training increased in direct relation to level of schooling attained, job-related participation increased at approximately twice the rate of participation in personal interest education.

Although women with lower levels of educational attainment are less likely than their male counterparts to participate in job-related training, this gap disappears at the post-secondary levels. Men and women with equivalent levels of post-secondary educational experience participate equally in job-related training.

The same is not true for personal interest education. Male participation in personal interest education was approximately one half the rate for women, regardless of level of school attainment. However, as with women, male participation in personal interest education increases in direct relation to level of schooling. Young men (17-24 years old) and those with university degrees appear to be the most likely groups of males to take personal interest education.

The lack of schooling and other associated factors, such as lower income levels and fears about re-entering the education system are major deterrents to training. As a result, less educated people had lower participation rates than others in both job-related and personal interest activities. Moreover, compared to the more educated groups, where a fair proportion took both job-related and personal interest training (approximately 5% of those with post-secondary non-university level and 9% of those with university level education), almost no adults at the high school level or less took both types of training in 1991.

**Table 1.3 Personal interest activities were more popular among women**

	All Activities			Job-Related Activities			Personal Interest Activities		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
	Sexes			Sexes			Sexes		
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
<b>Total</b>	<b>27</b>	<b>26</b>	<b>28</b>	<b>20</b>	<b>21</b>	<b>19</b>	<b>10</b>	<b>7</b>	<b>13</b>
High School or less	18	17	18	11	13	10	7	5	9
Post-Secondary Non-University	35	32	38	27	27	26	13	8	17
Post-Secondary University	51	48	54	42	42	43	18	13	24

Source: Statistics Canada, Adult Education and Training Survey, 1992

## The employed population was more active

Overall, participation in adult education and training was much higher among the employed (37%) than the unemployed (21%) or those not in the labour force (12%). Since about half of all adult learners were supported by their employer<sup>7</sup>, the difference in participation between employed and unemployed individuals is largely explained by the easier access to training for the employed. This is well illustrated by the participation rate of employed individuals in job-related training which is about twice that of unemployed workers (30% vs 14%). It can also be assumed that the employed learner's higher income, better access to information and work related incentives are explanatory factors in these differences.

In addition to the employment status of workers, participation also differs according to the number of hours a week a person works. Although overall participation in adult education and training (for job-related and personal interest reasons) was relatively comparable for both the full-time and the part-time workers (37% vs 33%), full-time workers were far more likely than part-time workers to participate in job-related training (32% vs 18%). The level of participation by part-time employees in job-related training was actually much more comparable to that of the unemployed (14%). In addition to the more casual working situation of part-time employees, which would reduce employer sponsorship, lower levels of participation for this group are consistent with the nature of most part-time occupations (see Table 1.9).<sup>8</sup> Furthermore, many part-time workers are also full-time students who work part-time in order to support themselves through their education. In 1991, more than 43% of full-time students were in this situation.<sup>9</sup>

<sup>7</sup> Survey results indicate that, excluding the regular, full-time students completing their initial schooling, 42% of all programs taken towards a degree or a diploma and 53% of all courses were supported (totally or partially) by an employer.

<sup>8</sup> Based on results of the Labour Force Survey, close to two thirds of all part-time jobs in 1991 were in the Clerical/Sales/Services occupations. Labour Force Annual Survey, 1991, Statistics Canada (Cat. 71-220).

<sup>9</sup> Source: Labour Force Annual Survey, 1991, Statistics Canada, (Cat. # 71-220).

**Table 1.4 The employed population participated more than others in any kind of training**

	All Activities			Job-Related Activities			Personal Interest Activities		
	Both Sexes (%)	Male (%)	Female (%)	Both Sexes (%)	Male (%)	Female (%)	Both Sexes (%)	Male (%)	Female (%)
<b>Total</b>	<b>27</b>	<b>26</b>	<b>28</b>	<b>20</b>	<b>21</b>	<b>19</b>	<b>10</b>	<b>7</b>	<b>13</b>
<b>Employed</b>	<b>37</b>	<b>34</b>	<b>40</b>	<b>30</b>	<b>29</b>	<b>30</b>	<b>12</b>	<b>8</b>	<b>16</b>
Full-Time	37	34	42	32	30	34	11	8	15
Part-Time	33	26	36	18	15	20	17	11	19
<b>Not Employed</b>	<b>14</b>	<b>12</b>	<b>15</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>10</b>
Unemployed	21	18	24	14	13	16	7	5	11
Not in Labour Force	12	10	13	4	5	4	8	5	10

Source: Statistics Canada, Adult Education and Training Survey, 1992

Unemployed individuals with inadequate skills and limited educational experience may find it increasingly difficult to become re-employed, especially for long-term employment. If access to training, essential for even maintaining employment, is significantly lower outside the work place, then the unemployed are at a serious disadvantage. The current situation of industrial down-sizing, decreased employment opportunities and, as the results of this survey indicate, poor retraining possibilities for the unemployed, all seem to indicate that laid-off employees or those who have never worked but are looking for work may remain unemployed for long periods of time. It is important to also take into consideration that there will also be regional variations in the prospects for the unemployed.

While the overall differences in participation rates by gender were small, these differences increased when the labour force status of the individual was taken into consideration. For instance, women, whether employed or unemployed, participated more than men in education and training. Once again, this is a consequence of their greater participation in personal interest education. When only job-related training is examined, the differences in participation rates between men and women almost disappears. This is of particular note since three times more women than men are part-time workers and the rates of participation in job-related training were relatively low among these workers.

Adult participation in personal interest training was lower than the participation in job-related training among full-time workers and the unemployed, and higher for those not in the labour force. For part-time workers, however, participation in personal interest education was just as high as their participation in job-related training (17% vs.18%), and was much higher than that of any other group. While it is likely that part-time employees have more time available for personal interest education than either full-time employees or the unemployed who are busy searching for a job (or unable to afford it), this high rate may also result from the fact that two thirds of part-time employees are women, and women, on average, had rates twice as high as those of men in education taken for personal interest.



## Participation increased with income

Overall, there is a positive correlation between income and training. The participation rate for individuals at the top of the income scale (57%) was more than twice the average rate (28%), while individuals with less than \$20,000 annual income had participation rates that were lower than the average. Participation for individuals earning under \$5,000 was almost equal to the average (26%), and above that of individuals earning \$5,000 to \$20,000 (18%). This probably reflects the number of students who were registered in full-time regular programs while taking some additional part-time education.

Some differences were noted when gender factors were considered. Men participated more than women in job-related training activities for the 'no income' or 'more than \$75,000/annum' income groups. Women, on the other hand participated more than men in job-related training activities for all the other income groups. Women were also more active than men in education activities taken for personal interest, regardless of income level.

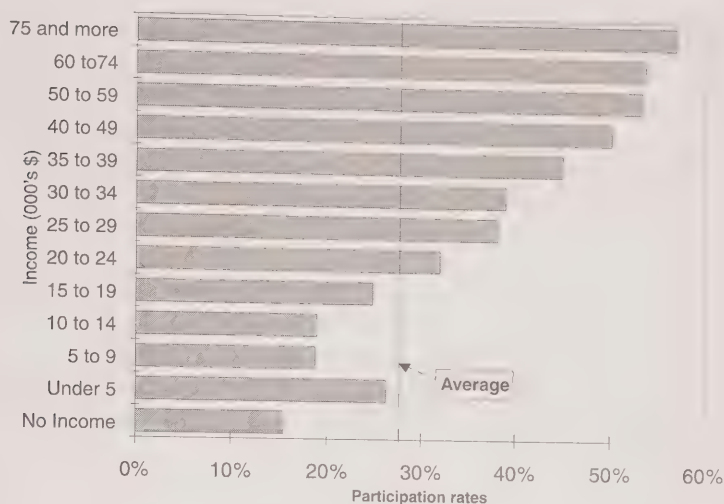
Since training may take many forms, the relationship between income and participation was examined for each type of education or training activity, job-related and personal interest. The analysis revealed that there was a strong positive relationship between income and employer-support (as income increases employer-support increases) in job-related activities. A positive, but weaker relationship also exists between income levels and personal interest activities (higher income levels are associated with more personal interest activities). By contrast, there was no evidence of a relationship between increasing income levels and registration in non-employer-supported, job-related activities.

This relationship between income and incidence of employer-supported training reveals the larger participation of White Collar workers compared to other groups of employees in training offered by employers. As expected, it also shows that education activities taken for personal interest, leisure and recreational purposes depend, to a certain extent, on an individual's income.

Since income is strongly correlated with both occupation and educational attainment, it should not be examined in isolation. When considering adults who were in the labour force, it is interesting to look at the relationship between income and occupation, and its effect on participation rates for job-related learning activities.



**Chart 1.4 There was a strong relationship between participation in training and income**



Source: Statistics Canada, Adult Education and Training Survey, 1992

**Table 1.5 Income was a determinant factor mainly for employer-supported training activities**

	All Activities (%)	Job-Related Activities		Personal Interest Activities (%)
		Employer Supported (%)	Non-Employer Supported (%)	
<b>Total</b>	<b>27</b>	<b>15</b>	<b>6</b>	<b>10</b>
No income	15	**	4	11
Less than \$5 000	26	4	9	15
\$5 000 to \$9 999	19	3	8	8
\$10 000 to \$14 999	19	7	6	8
\$15 000 to \$19 999	25	13	6	9
\$20 000 to \$24 999	32	18	9	12
\$25 000 to \$29 999	38	24	8	13
\$30 000 to \$34 999	39	29	6	12
\$35 000 to \$39 999	45	35	9	11
\$40 000 to \$49 999	50	39	7	14
\$50 000 to \$59 999	53	43	8	16
\$60 000 to \$74 999	54	42	9*	17
\$75 000 and over	57	43	9*	3*

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%

Source: Statistics Canada, Adult Education and Training Survey, 1992

**Table 1.6 For each occupational group, participation in job-related activities increased with income**

	Income (000's \$)							
	Total	Under 20	20 to 29	30 to 39	40 to 49	50 to 59	60 to 74	75 +
	Participation Rate (%)							
<b>All Occupations</b>	<b>28</b>	<b>18</b>	<b>31</b>	<b>38</b>	<b>46</b>	<b>50</b>	<b>50</b>	<b>53</b>
Managerial and Professional	43	32	42	49	56	56	53	52
Clerical, Sales and Services	23	17	31	41	44	52	42	57
Blue Collar	19	12	19	23	32	38	42	54

Source: Statistics Canada, Adult Education and Training Survey, 1992

Adult participation in job-related activities increased with personal income for all three major occupational groups, but to a different degree. For Managerial and Professional occupations, the participation rate ranged from 32% for employees earning less than \$20,000 a year to 52% for those at the top of the income scale, a spread of 20 points. For the Clerical, Sales and Services occupation group, the spread was even more notable. Employees making less than \$20,000 a year participated at a rate of only 17% while those at the top of the income scale participated at a rate of 57%. For Blue Collar occupations, the group of occupations with the lowest education and training rate overall, the spread between income levels was even greater. Workers earning less than \$20,000, participated at a rate of 12%, yet for workers at the top of the income scale, the rate more than quadrupled (54%).

Differences in adult participation rates between groups of occupations were large, and differences by income levels within these groups were even larger. Managerial and Professional workers at the lower end of the income scale were taking more training than Clerical, Sales, Service and Blue Collar workers who were earning much higher incomes. For instance, 32% of Managerial and Professional workers earning less than \$20,000 a year took job-related training in 1991. Yet Blue Collar workers did not reach that level of participation until their income had averaged \$40,000 per annum.

## SECTION B: Participants in job-related education or training activities

Two thirds of all adult learning activities were taken for job-related reasons and their incidence varied substantially from one industry to another and within industries. In addition to reflecting the personal attributes and the degree of willingness of workers to cope with changing skill requirements in their occupation, it bears witness to the efforts employers devote to adapting their work force to new technologies and/or new management practices. Some 75% of these job-related activities were financially supported by employers. When considering the Canadian labour force as a whole (employed and unemployed in January, 1992) 22% had participated in employer-supported training in 1991.

In addition to the industry sector, survey results also show that the incidence of training increased with the size of the firm and, in the case of small firms, with union membership. Opportunities for training also varied within industries. Within firms, men and women were equally treated, however, younger people tended to receive more training than older people, White Collar workers more than Blue Collar workers, and senior employees more than new employees.

### The incidence of training is higher among employees in the service-producing industries

The survey revealed that large differences in the adult participation rates existed from one industry to another. Participation in training activities ranged from only 15% in Agriculture to 59% for workers in the Utilities sector.

The difference in participation in job-related training between the goods and service sectors of the economy was relatively significant (25% vs 31%). This difference was primarily due to the substantial participation of public sector employees (Education, Health and Welfare (40%) and Public Administration (48%)) in adult learning activities. As this suggests, there were very large differences in participation between public and private sector employees<sup>10</sup>. In 1991, 43% of all public sector employees participated in education and training for job-related reasons, compared to 24% of private sector employees. This is due to several factors: differences in employer support, the different occupational composition of the workforce of the two sectors, differences in the nature of work, the introduction of computer technology and the changing work environment in the public service. The only non-public service industry employees that had a rate comparable to those of public sector employees were those in Finance, Insurance and Real Estate (41%).

Canadian workers in the Utilities sector participated at more than twice the rate of other workers in the goods sector (59% vs 25%). However, participation rates of employees in service industries such as Trade and Business/Personal/Miscellaneous services were much lower than the average for this sector. In fact they were more comparable to those in the goods-producing industries.

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<sup>10</sup> A proxy was used for public sector employees for the purposes of this report. Employees in Education, Health and Welfare, Public Administration and Utilities are considered to be public sector employees. Employees of all other industrial groups are considered to be private sector employees.

## Employer support was much more important in the public than in the private sector

The differences in adult participation between the goods and the service sectors reflects not only the different occupational composition of the two sectors but also the higher incidence of employer-supported training in certain industries of the service sector. In 1991, 21% of employees in the goods-producing sector had training activities supported by their employer compared to 25% for those in the service sector. This difference is explained by the greater support offered by the public sector employers to their employees. The public employee training rate<sup>11</sup> (35%) doubled the rate of private sector employees (19%). The larger proportion of public sector than private sector employees supported by their employers is mainly due to a different training culture and also to the fact that the public sector is composed of very large organizations which generally conduct more training than the smaller organizations.

**Table 1.7 The incidence of training was higher in the service industries**

	Job-Related Activities					
	Employer-Supported			Non-Employer-Supported		
	Both Sexes (%)	Male (%)	Female (%)	Both Sexes (%)	Male (%)	Female (%)
<b>All Industries</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>8</b>	<b>6</b>	<b>10</b>
Goods-Producing Industry	21	19	16	5	5	7
Service-Producing Industry	25	24	22	9	7	10
Private Industries	19	21	16	6	5	8
Public Industries	35	38	34	11	8	13

Source: Statistics Canada, Adult Education and Training Survey, 1992

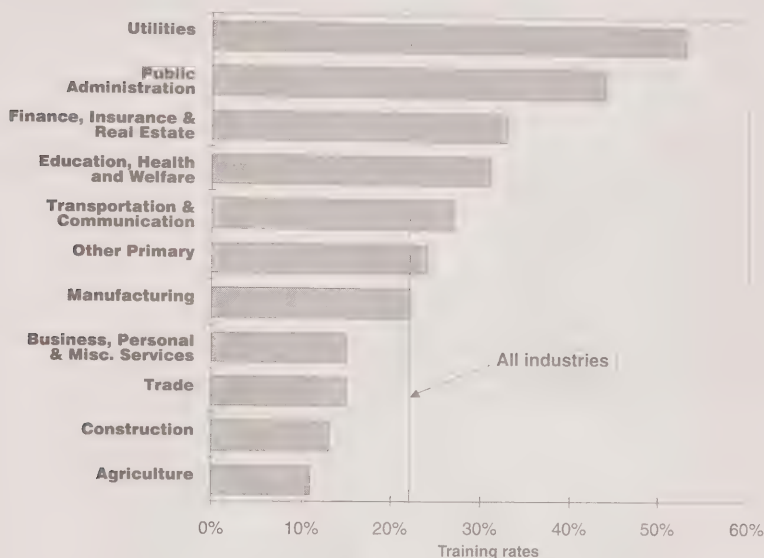
While one in every two (53%) employees in the Utilities industry and two in every five (44%) in Public Administration received employer-sponsored training, only one in ten employees in Agriculture and Construction received similar support for training. In contrast, in both the goods-producing and the service sectors, industries largely composed of small firms and to a certain extent of a lower skilled labour force (Agriculture, Construction, Trade and

<sup>11</sup> The training rate represents the proportion of employees in a given group (industry, occupation, sex, etc.) who had training supported by their employer. This rate is often used to measure the importance employers and employees give to training. It should be remembered, however, that it only measures incidence of training among a certain group of people and not necessarily the effort made to provide it (financial, organizational or otherwise) or the intensity of training.



Services) offered much less training than others. As a result of the nature of the work involved, a fair proportion of the training given to employees in these industries comes in the form of unstructured rather than structured training.<sup>12</sup>

**Chart 1.5 The chances of receiving employer sponsorship varied substantially from one industry to another**



Source: Statistics Canada, Adult Education and Training Survey, 1992

### The larger the firm the more it trained its employees

In addition to the industry to which workers belong, the size of the organization they work for is a determinant of employer-sponsored training. Large organizations support more training than small ones<sup>13</sup>. Very large firms with 500 or more employees provided or supported structured training for 35% of their employees, compared to only 11% for firms with fewer than 20 employees. In fact, more than one half (55%) of all employer-sponsored trainees were employed by the larger firms. In addition to differences in the nature of work being done and

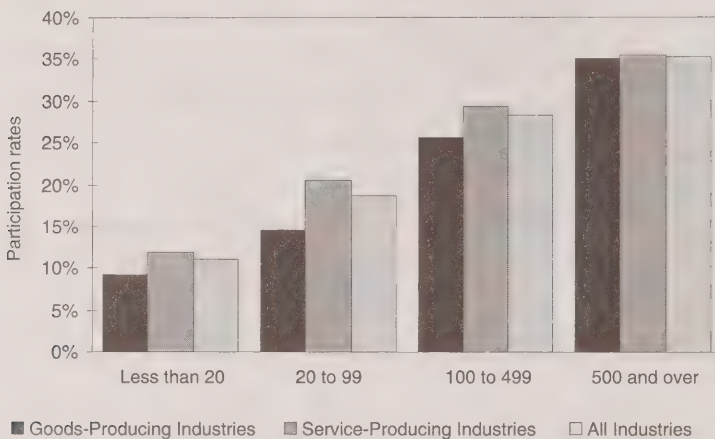
<sup>12</sup> A survey conducted in 1989 in Australia has shown that these industries tend to favour unstructured rather than structured training. Rates of unstructured training were generally two to four times larger than those for structured training. It also indicated that if an industry did show high rates of structured training it was accompanied by high rates of unstructured training.

<sup>13</sup> In this survey, respondents were asked to classify their organization according to the number of persons employed in all locations in Canada. Small organizations or firms were defined as those with less than 20 employees. Medium size firms had 20 to 99 employees, while large and very large organizations were defined as those with 100 to 499 employees and 500 and over, respectively.

the larger proportion of White Collar workers, large employers have better resources that enable them to evaluate the benefits from training and to provide their employees with structured training.<sup>14</sup>

Training was relatively more accessible in the service sector than in the goods-producing sector. Except for the very large firms (500 employees or more) who had comparable training rates in both sectors, the proportion of workers being trained by the service sector was higher than in the goods-producing sector at all other firm size categories. Except for the large firms in the Utilities sector who had much higher rates than any other firms in the goods-producing industries, differences among firms in this sector were small. In the service sector, however, Trade and Business/Personal/Miscellaneous Services industries were below the average, whatever the size of the organization.

**Chart 1.6 The incidence of employer-supported training was highly correlated with size of firm**



Source: Statistics Canada, Adult Education and Training Survey, 1992

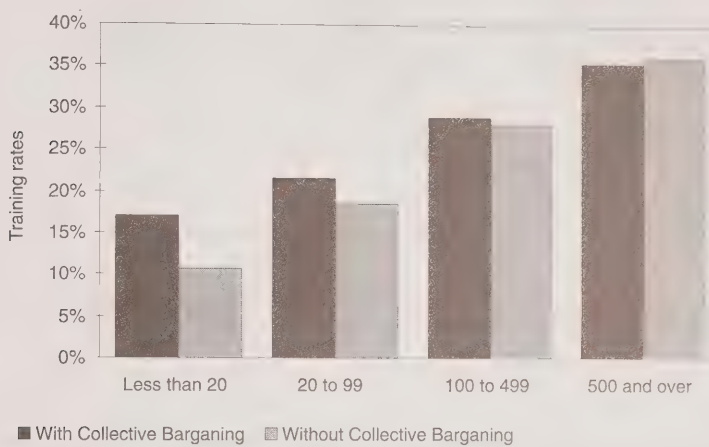
### Unionized employees received more training

Canadian employees who were represented by a union (or had their wages determined by collective bargaining) received more employer-supported education and training than non-union employees (30% vs. 19%). However, the relative advantage of having a collective bargaining agreement diminished with the size of the organization. Only 11% of workers in

<sup>14</sup> The Human Resources and Training Survey (Cat. 81-574) conducted in 1987 had shown that larger firms plan work force requirements more, longer and have larger staff involvement in developing and delivering formal training than smaller firms. The 1991 National Training Survey had also shown that the larger an organization, the more likely it is to have a training budget and a training plan.

non-unionized small firms were trained compared to 17% for those working in unionized firms of the same size. Unionized employees working in medium and large firms (20 to 499 employees) had only a slight advantage over their non-union counterparts (26% vs 22%). In contrast, the training rates for large firms (more than 500 employees) was almost identical for union and non-union sector employees (35% vs 36%).

**Chart 1.7 The impact of unions on employer-supported training declined with the size of the firm**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The overall adult participation rates of unionized and non-unionized employees of the goods-producing sector were identical (22%). However, major differences were noted among industries. While there was a clear advantage for those with a collective agreement in the Utilities sector, this advantage did not exist for workers in the other goods-producing industries. In contrast, unionized service sector employees were clearly more likely to receive training than their non-unionized counterparts (36% vs 21%). Except for the Trade industry, where the participation rate for non-unionized workers was slightly higher than for unionized (16% vs 14%), the rates for unionized workers largely exceeded those for the for non-unionized workers in all other service industries. The commitment to training is evident across all industries even without a collective bargaining strategy. The increases that appear to be related to the presence of collective bargaining may be a secondary impact that is the result of the nature of that particular industrial sector (for example it is more subject to technological change) or there is a higher than average firm size within that particular industrial sector (for example larger than average firm sizes, say in utilities, may lead to both a greater prevalence of collective bargaining and a greater prevalence of training).

**Table 1.8 In terms of training, the advantage of unionization was more evident for service sector employees than for goods-producing sector employees**

Training rates of employees		
	With Collective Bargaining %	Without Collective Bargaining %
Agriculture	**	11
Other Primary	21*	29
Manufacturing	18	27
Construction	**	14
Utilities	57	47
<b>Goods-Producing Industries</b>	<b>22</b>	<b>22</b>
Transportation and Communication	32	23
Trade	14	16
Finance, Insurance, and Real Estate	39	34
Education, Health and Welfare	37	27
Business, Personal and Misc. Services	23	15
Public Administration	47	37
<b>Service-Producing Industries</b>	<b>36</b>	<b>21</b>

\* Number marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%

Source: Statistics Canada, Adult Education and Training Survey, 1992

### **In total, male and female employees were equally trained by employers.**

Overall, approximately the same proportion of male and female employees who participated in adult education were supported by their employer (22% vs 21%). However, female training rates lagged that of males, somewhat, in both goods-producing (16% vs 19%) and service-producing industries (22% vs 24%). In general, training rates by sex were relatively similar in industries dominated by public organizations and large firms in such sectors as Utilities, Public Administration, or Education/Health/Welfare. In industries such as Agriculture, Manufacturing, Trade and Business/Personal/Miscellaneous Services, which are composed mainly of small and medium size private sector firms, the female training rates were significantly lower than that for men.



**Chart 1.8 In total, male and female employees were equally trained by employers**

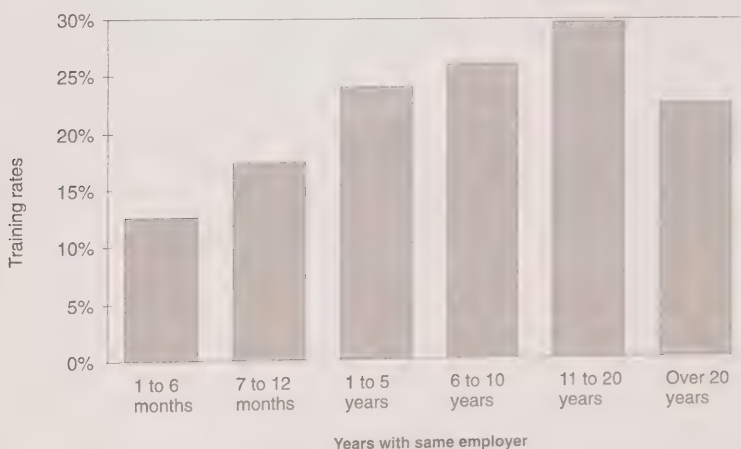


Source: Statistics Canada, Adult Education and Training Survey, 1992

### Training increased with seniority

There was a strong positive correlation between the proportion of employees receiving employer-sponsored training and job tenure. The longer the employee worked for a firm, the more likely he or she would receive employer-supported training. For both men and women, training rates increased significantly as the length of service of the employee increased.

**Chart 1.9 The incidence of employer-supported training increased with job tenure**



Source: Statistics Canada, Adult Education and Training Survey, 1992

New employees, those who have been with the same employer for six months or less, were receiving the least amount of training support. Only 13% of these employees received training. Participation increased to 18% for those with 7 to 11 months seniority. The training rates for all other employees, those who had been with the same employer for a year or more, were above average. It increased to 24% for those with one to five years with the same firm, 26% for those with six to ten years and 30% for employees with eleven to 20 years seniority. Some 23% of those who had been with the same employer for more than twenty years had training.

### **Managerial and Professional occupations took more training**

As shown in Table 1.9, job-related participation in adult education and training was much higher for those in Managerial/Professional occupations than for those in Clerical/Sales/Service occupations or in Blue Collar occupations. A fair proportion of these managers and professionals were working for large public organizations<sup>15</sup> where a training culture generally existed. Those in the Managerial/Professional occupations participated in job-related training at approximately twice the rate of Clerical/Sales/Service and Blue Collar workers (43% vs. 23% and 19% respectively). With very few exceptions, the same pattern was observed in each industry. In addition to professional status and employer-support in the level of participation in job-related training, these rates are also a reflection of the size of the firm and the level of self-employment in the industry. Those in the Artistic/ Literary/Recreational occupations have much lower training rates than any occupation in the Managerial/Professional group. It may be that people in the former group are more likely to be affiliated with smaller organizations or to be self-employed.

The high participation rates in the Managerial/Professional occupations might be explained by personal attributes such as age and schooling level. Most workers in managerial and professional positions are post-secondary graduates. The positive relationship between school attainment and participation in adult education was demonstrated earlier. In addition to these factors, higher participation rates for workers in this and in other skilled occupational groups could be explained by labour market factors such as the changing requirements of their work-related duties, personal commitment to the subject matter, and to a lesser extent, the demands of their professional associations. Additionally, for several occupations, the incumbent is responsible for a certain body of knowledge and maintaining a certain level of intellectual or technical skill, reflecting the constant changes that are occurring. The ongoing arrival of new graduates in the labour market also pressures some workers to keep their skills competitive, as experience can not always be relied on to handle new technologies and processes.

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<sup>15</sup> 50% of public sector employees and 48% of those in managerial and professional occupations participated in adult education activities.

**Table 1.9 Mainly due to their employers' support, workers in managerial and professional occupations received more training than others**

Job-Related Participation Rates							
	All Job-Related	Employer-Supported		Non-Employer-Supported			
	Both Sexes	Both Sexes	Male	Female	Both Sexes	Male	Female
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
<b>Managerial and Professional</b>	<b>43</b>	<b>36</b>	<b>36</b>	<b>35</b>	<b>11</b>	<b>8</b>	<b>14</b>
Managerial and Administrative	41	35	36	34	8	6	11
Science and Engineering	50	46	46	47	6*	5*	**
Social Science and Religion	48	41	42	40	13*	**	17*
Teaching	49	36	32	38	19	17	21
Medicine and Health	44	34	38	33	12	13*	12
Artistics, Literary and Recreation	22	17	16	19	**	**	**
<b>Clerical, Sales and Services</b>	<b>23</b>	<b>16</b>	<b>17</b>	<b>15</b>	<b>8</b>	<b>8</b>	<b>9</b>
Clerical and Office Operations	28	19	19	19	9	11	9
Sales	22	15	18	11	8	8	8
Services to Community and Individuals	18	12	16	8	7	5	9
<b>Blue Collar Occupations</b>	<b>19</b>	<b>15</b>	<b>16</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>5*</b>
Primary	14	10	11	**	5*	4*	**
Manufacturing and Processing	21	18	21	8*	4	4	**
Construction and Transportation	18	14	14	**	5	5	**
Material Handling and Other Occupations	18	13	16	**	5*	6*	**
<b>All Occupations</b>	<b>28</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>8</b>	<b>6</b>	<b>10</b>

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25

Source: Statistics Canada, Adult Education and Training Survey, 1992

Canadians are daily confronted with new challenges as the result of technological, industrial and occupational restructuring. In a context of industrial restructuring, the reorganization of the labour force becomes very important. It is more than likely that training and education activities will be directed in completely new directions relative to some employees past work experience. As well, workers who have become displaced from their industries, through layoffs and closures, need retraining, but they appear to have much more limited access to these kinds of opportunities. How Canada, and Canadians, incorporate adult education and training activities into the various aspects of Canadian society will be critical to how well the challenges of the future are met.





## Chapter 2

### TRAINING ACTIVITIES

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In order to upgrade their skills or acquire new ones, Canadians engaged in a variety of education and training activities in 1991. These activities ranged from recreational and hobby courses to university programs. Some led to academic accreditation, some did not; some were taken on a part-time basis, others full-time; and some were undertaken for personal interest, while most were for career or job advancement.

Chapter 2 begins with an analysis of the different types of training and the major areas of study that were chosen. This is followed by an analysis of the intensity of training. The different facets of education and training that were being offered to adults is described. This analysis covers the kinds of teaching methods which are being used, who is providing this training, and where it is being given. The discussions conclude with an examination of the trainees' funding sources.

#### SECTION A: Types of training

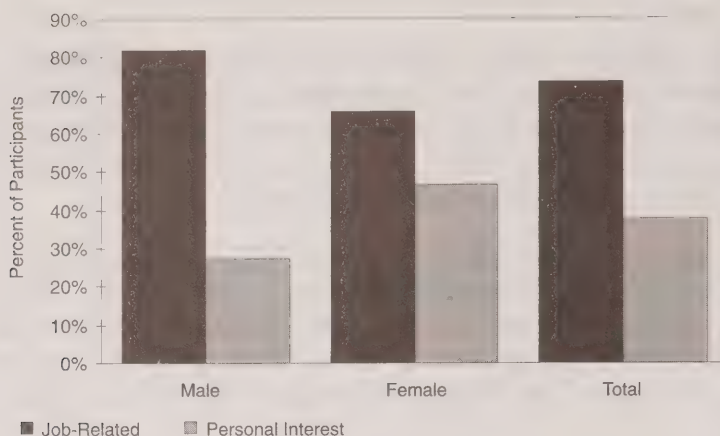
##### Training focused primarily on jobs<sup>16</sup>

The Adult Education and Training Survey reveals that three out of four participants (73%) engaged in at least one education or training activity related to their job or career in 1991. This demonstrates that adult education is primarily an activity that occurs in response to occupational needs rather than to strictly recreational or leisure needs. The nature of the training that is taken typically reveals, to a certain degree, the type of job that a person wants to get or keep.

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<sup>16</sup> In contrast to similar surveys conducted in the past where data was collected on the most recent course or training session taken, the 1992 survey gathered information on all courses or training sessions taken by each respondent during 1991

**Chart 2.1 Most education and training activities were taken for job-related reasons**



Source: Statistics Canada, Adult Education and Training Survey, 1992

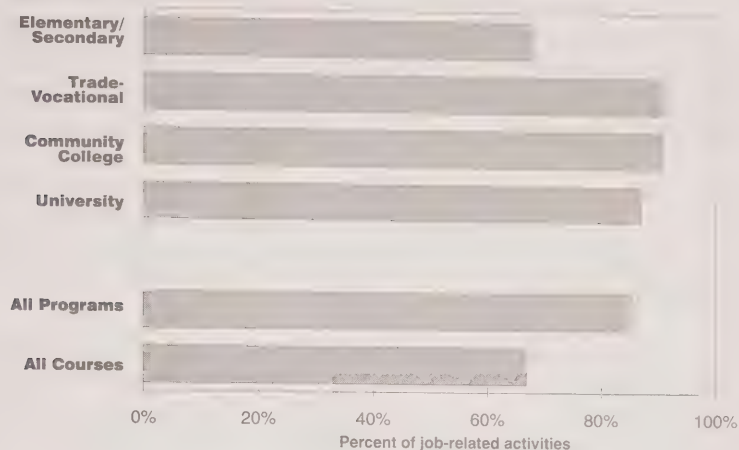
The proportion of job-related education activities was higher among male participants (82%) than among female participants (66%). This discrepancy may be explained in part by the difference in the types of occupations, attitudes to work, or the use of time between these two groups. On the other hand, female participants were much more inclined than males to enroll in personal interest courses. In fact, close to one out of two female participants (46%) took a course for personal interest, while only one man in four (27%) gave this reason. Twice as many women (1.4 million) as men (0.7 million) had enrolled in such courses in 1991. An average of only 10% of all participants had enrolled in both job-related and personal interest training/study programs<sup>17</sup> at the same time.<sup>18</sup>

Careers or jobs were the primary motivation for 85% of those who registered in study programs. Even among those who were taking courses in addition to a full study program, the primary motivation continued to be their employment or career, with two thirds (67%) reporting that they had enrolled in various courses for career or job-related reasons. However, while close to 90% of the enrollment in technical (i.e. apprenticeship and trade/vocational programs) or post-secondary programs was job-related, only 68% of those enrolled in the high school/elementary school programs cited careers or jobs as a reason. Almost one third of those who enrolled at the elementary/high school level did so for personal reasons. This supports the idea that this level of education is now being recognized as a basic prerequisite to function effectively in our society.

<sup>17</sup> A study program is a series of courses taken for credit towards a degree, a diploma or a certificate.

<sup>18</sup> Accordingly, the proportion of women who were taking job-related training programs was lower than that of men (18% vs. 21%).

**Chart 2.2 Career or job was the prime reason for undertaking a training activity**



Source: Statistics Canada, Adult Education and Training Survey, 1992

### **One in every five learners registered in a study program for accreditation**

Even if the training that was being undertaken was employment-related, accreditation was not the major concern of the trainees. In fact, only 22% of the trainees were studying in order to obtain a degree or diploma. More than half (51%) of the enrollments in such study programs were at the post-secondary level (i.e. community colleges and universities), close to one third (31%) at the technical level (i.e. apprenticeship programs and trade schools), and 18% at the high school/elementary school level.

Among both men and women, people under the age of twenty-four accounted for more than one half (51%) of the enrollment in the high school/elementary school programs. The average age of participants tended to increase with the level of studies. This reflects the fact that many young adults are going back to school to complete initial schooling while older people were looking for more specific skills training.

Fifty-three percent of the students registered in study programs that were being taken for purposes of accreditation were women. A greater proportion of women were also enrolled in the post-secondary or high school/elementary programs as opposed to the technical programs.

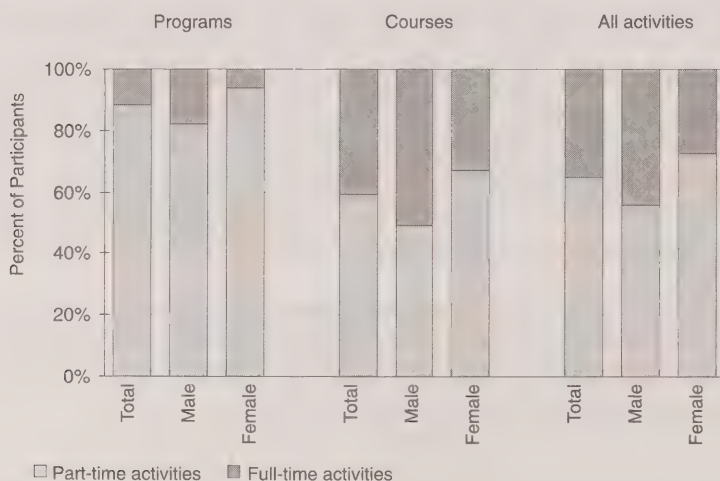
## The majority of participants were taking part-time training

Since the majority of the participants were employed full-time, one would expect that for the group as a whole almost all of the training activities would be taken on a part-time basis. However, in 1991 only two out of three participants (64%) were enrolled on a part-time basis<sup>19</sup>, and the others were taking full-time courses<sup>20</sup> (generally for a short period of time) or full-time programs supported by their employer.

Since the regular full-time, non-employer-sponsored students (those who were taking their studies continuously) were excluded from the participants under study, the vast majority (88%) of the study programs taken for accreditation were taken on a part-time basis. Sixty percent of the courses were also taken part-time.

Although there were slightly more women than men enrolled in study programs, women accounted for only 28% of the full-time enrollment. In addition to relatively better access by men to sabbatical leaves offered by employers, this reflects the differences in the assumption of family responsibilities and, more importantly, the larger proportion of men in White Collar, better-paying occupations.

**Chart 2.3 The majority of participants took part-time education or training**



Source: Statistics Canada, Adult Education and Training Survey, 1992

<sup>19</sup> The full-time, part-time question was not asked of those who were taking courses out of personal interest. It is assumed that these courses were all taken on a part-time basis.

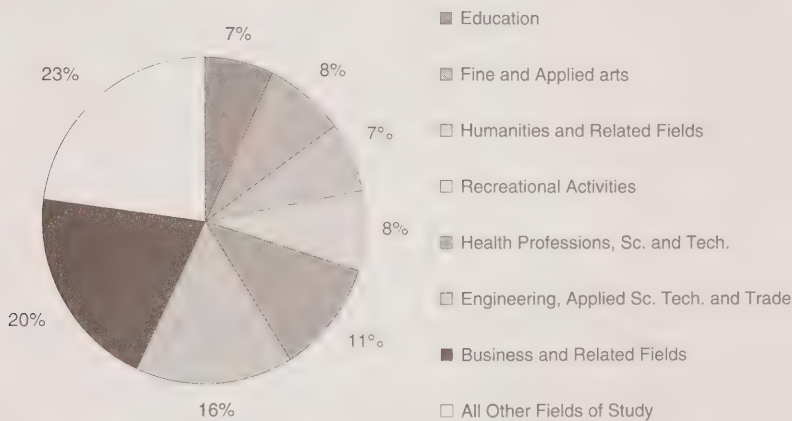
<sup>20</sup> Full-time students were those who reported taking courses for 6 hours or more a day.



### Courses and programs in administration were the most popular

The 8.7 million training events reported in 1991 were concentrated in a few fields of study. Overall, close to one half (47%) of all courses or study programs were concentrated in only three fields of study. One fifth (20%) of all enrollments in training activities were in Commerce/Management/Business Administration, 16% in the area of Engineering/Applied Science Technologies and Trades, and 11% in the area of Health Professions/Sciences and Technologies.

**Chart 2.4 Education and training activities were concentrated in a few fields of study**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The distribution of enrollment by major areas of study varied according to students' motivations. For example, the career or job-oriented courses or programs were concentrated (61%) mainly in the three areas referred to above. However, personal interest courses or programs were concentrated in totally different fields: Recreational Activities (25%), Fine and Applied Arts (22%) and Personal Development (10%).

**Table 2.1 Choice of field of study reflected trainees' motivation**

<b>Job-Related Activities</b>	<b>(%)</b>	<b>Personal Interest Activities</b>	<b>(%)</b>
<b>Fields of Study</b>		<b>Fields of Study</b>	
Business and Related Fields	27	Recreational Activities	25
Engineering, Applied Sc. Tech. and Trades	20	Fine and Applied Arts	22
Health Professions, Sc. and Tech.	14	Personal Development	10
Education	8	Humanities and Related Fields	9
Humanities and Related Fields	6	Education	6
Social Sciences and Related Fields	6	Agricultural and Biological Sc. and Tech.	6
All Other Fields of Study	19	Engineering, Applied Sc. Tech. and Trade	6
		All Other Fields of Study	16
<b>All Fields</b>	<b>100</b>	<b>All Fields</b>	<b>100</b>

Source: Statistics Canada, Adult Education and Training Survey, 1992

In a pattern similar to the overall picture, close to one quarter of all enrollments in programs were in the Commerce/ Management/Business Administration group (primarily in management and accounting). Disciplines without specialization were second, closely followed by Engineering/ Applied Science Technologies and Trades. It was also noted that some 232,000 persons that could be characterized as former drop-outs, the majority of whom (60%) were aged 17 to 24, were continuing their secondary school studies through the adult education system.

The situation was similar with respect to courses taken in addition to study programs, although the concentration was a little less pronounced. Courses in Commerce/ Management/Business Administration, Engineering/Applied Science Technologies and Trades, the Health Professions/Sciences and Technologies, Fine and Applied Arts and Recreational Activities were very popular.

A more detailed breakdown of the areas of study reveals that micro-computer courses or programs were the most popular with 414,000 enrollments. This was followed by courses in Sports/Outdoor Recreational Activities (320,000); Physical Fitness (310,000) and Business Administration (265,000). These choices of study programs reflect, to some degree, the changes that have occurred in recent years in general production methods, information processing and the adoption of new theories of management.

Generally speaking, the percentage of registrations in the different study programs or courses was fairly similar among men and women. However, the courses and programs in Engineering/Applied Science Technologies and Trades were much more popular with men than with women, while the courses in Education, Fine/ Applied Arts and Recreational Activities were largely favoured by women.

**Table 2.2 Top ten fields of study**

Fields of Study	Number of Activities (in thousands)	Percentage
Microcomputer and Information Systems	414	4.8
Sports and Outdoor Recreation	320	3.7
Physical Fitness (Aerobic, Dance/exercise)	310	3.6
Business Administration	265	3.1
High School (Secondary) Credits (Grades 9 -13)	232	2.7
Industrial Health, Medicine and Hygiene	226	2.6
Second Language Training	214	2.5
Word Processing	207	2.4
Retailing and Sales	200	2.3
Emergency Paramedical Technology	196	2.3
<b>Sub-Total, Top Ten Activities<sup>1</sup></b>	<b>2 584</b>	<b>29.8</b>
<b>Total , All Adult Education Activities</b>	<b>8 677</b>	<b>100.0</b>

<sup>1</sup> Totals may not add due to rounding.

Source: Statistics Canada, Adult Education and Training Survey, 1992

## **Employers did not support the same training for men and women**

The efforts made by employers to train their employees were concentrated in Business Administration (29% of the activities), Engineering/Applied Science Technologies and Trades (23%) and Health Professions/ Sciences (15%). Except for fields of study which were specific to an industry, such as agriculture and biology chosen by people in Agriculture, or education for people involved in Education, these top three fields were the first choice of workers in almost every industry. Although men and women had a fairly comparable rate of participation overall in employer-sponsored training activities, they were not necessarily undertaking the same type of training. For example, only 39% of the employer-sponsored programs were participated in by women. These programs were centred on Business Administration, Health Professions/Sciences, Social Sciences and Education. The most popular areas among men were Engineering/Applied Science Technologies and Trades (principally auto mechanics), Business Administration and Social Sciences, in that order. Very few women were being trained under employer sponsorship in Engineering/Applied Science Technologies and Trades programs. In fact, only 10% of these programs were taken by women. A better balance existed for courses, 45% of which were taken by women. The most popular courses among both men and women were those in Business Administration, Engineering/Applied Science Technologies and Trades, and Health Professions/Sciences.

## **The interruption rate was relatively low and decreased with employer sponsorship**

The data on enrollment in courses or programs provides interesting information on the number and characteristics of the individuals participating in different education and training activities and on the supply of these programs. Given the current situation in the labour market, graduation data have now become very important, since they are used to measure, among other things, the general education level and quality of the labour force.

Courses and especially study programs extend over a fairly lengthy period of time, and the conferring of degrees or granting of diplomas do not necessarily occur at a fixed time (as in the regular school system). Furthermore, graduation data and graduation rates do not include the education and training activities that take place outside the formal education system. The information gathered from the AETS includes both the formal and non-formal sectors of adult education and training. Non-formal activities also serve to increase the knowledge and skill level of the labour force. The AETS data, therefore, provides a broader base of evaluation.

Graduation data becomes inappropriate for the non-formal sector given the short-term, non-accreditation orientation of these kinds of training. As well, at the time of the survey some respondents had not completed their courses but were still registered, while others were no longer registered. It is more appropriate, in the context of a survey which takes place at a particular point in time, to consider how likely it is that adults who begin activities in education and training have, or will, complete them. For a variety of reasons some learners will be unable to complete their training activities and will withdraw from these activities either permanently or temporarily. Since there is no way of measuring 'intent to return' after withdrawal, the analysis conducted here has focused on an interruption rate. This is a measure of the relative proportion of withdrawals to the total number of education and training activities undertaken in 1991. It provides a clearer understanding of the level of activity focused on increasing the skill and knowledge level of the labour force by taking into account the fact that enrollment is not always equal to completion.

In 1991, 5% of adult learners who had undertaken either formal or non-formal education and training activities had interrupted these activities prior to conclusion. Given the short duration of courses (usually less than a week) in comparison to programs, it is not surprising to find that adult students enrolled in courses tended to persevere more than those enrolled in a program. In fact, the interruption rate was 18% for those enrolled in programs, compared with only 2% for those enrolled in courses. Women posted an interruption rate (6%) comparable to that of men (5%).

The interruption rate for job-related and personal interest courses cannot be compared since this information was not collected for the personal interest courses. In the case of programs, however, it was found that the interruption rate for programs taken for personal interest was much higher (31%) than for programs related to one's career or job (18%).



The support of an employer has a positive impact on student's perseverance. Only 3% of employer-sponsored activities were interrupted prior to term, compared with 10% for activities which were not sponsored. Employer sponsorship helped, above all, to reduce the interruption rate in courses, which was only 1% compared to 5% for courses that were not sponsored. In the programs, the impact of the employer's involvement, while positive, was less decisive (16% vs. 19%). In addition to the employer's financial contribution, the trainee's motivation, the relevance of the training, and the schedule (courses are frequently offered during working hours) are some of the factors promoting the degree of perseverance in courses sponsored by employers.

**Table 2.3 Employer-supported trainees had lower interruption rates in their education and training activities**

	All Job-Related Activities			Employer-Supported Activities			Non-Employer-Supported Activities		
	Total (%)	Programs (%)	Courses (%)	Total (%)	Programs (%)	Courses (%)	Total (%)	Programs (%)	Courses (%)
Interrupted / Withdrawn	5	18	2	3	16	1	10	19	5
On-going / Uncompleted	14	45	7	9	39	5	31	51	20
Completed	81	37	89	88	44	94	59	30	75

Source: Statistics Canada, Adult Education and Training Survey, 1992

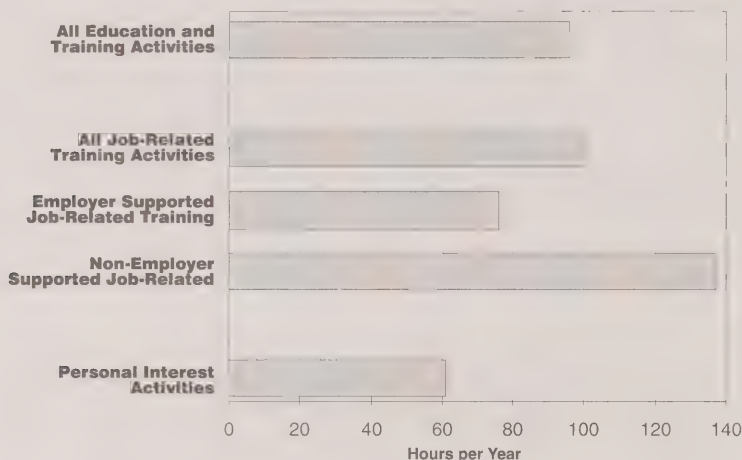
## SECTION B: Intensity of training received

### Canadian trainees received an average of 96 hours of training in 1991

In addition to occurrence measurements such as participation rates and the number of events or programs undertaken, the volume of the training (total duration of all training events) and the intensity of training (the average duration per participant) provide details on the actual significance of the training received. The time spent on training is a better reflection of the human and financial resources devoted to it by the trainee, and/or organization sponsoring him or her, than a simple head count of trainees or programs and courses taken.

In 1991, adult students invested a total of about 529 million hours, or 96 hours per trainee, in adult education or training, of which three quarters were job-related. On average, trainees enrolled in 100 hours of training for job-related reasons throughout the year, compared to 61 hours of training taken for personal interest or other reasons.

**Chart 2.5 More hours of education and training were directed to job-related purposes**



Source: Statistics Canada, Adult Education and Training Survey, 1992

### Employer-sponsored trainees participated in an average of two weeks of training in 1991, while non-employer-sponsored trainees invested three and a half weeks

In 1991 AETS respondents indicated that employers sponsored about 226 million hours of education or training, an average of 76 hours per trainee.<sup>21</sup> More than half of this, or 127 million hours, was provided as study programs, the remainder being provided as courses.

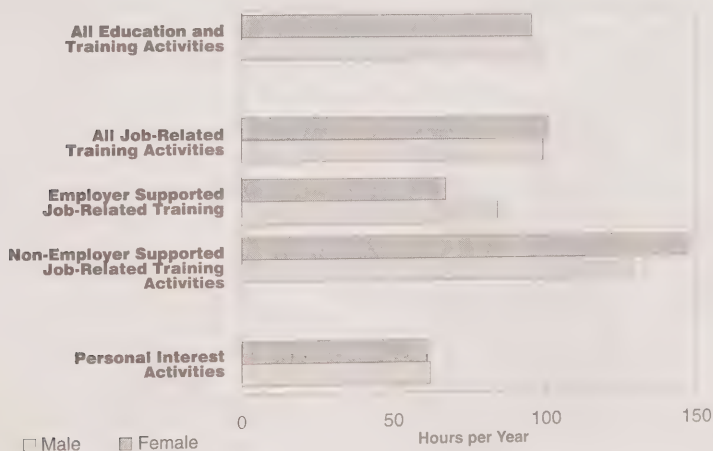
<sup>21</sup> This represents 19 hours per employee during 1991.

Within the job-related category there is a marked difference between the average number of hours spent on employer-sponsored activities (76 hours) and non-employer-sponsored activities (137 hours). Clearly, considerable independent investment is being made in career and job-related educational activities. The unstable labour market can not be ignored as a probable cause in this phenomenon.

Close to 52% of the total number of hours of education and training were taken by women, an average of 95 hours per female participant. Men undertook almost the same amount of training with an average of 98 hours. In the overall totals, differences between men and women appear minimal. However, the differences in the average number of hours for employer-sponsored education and training as compared to non-employer-sponsored education and training are noteworthy.

Although the overall training rates <sup>22</sup> for men and women were fairly similar (24% for men and 22% for women), there was a substantial discrepancy in the hours of training provided by employers. For example, while women represented 44% of the trainees, only 38% of employer-sponsored training hours were provided to them. Employer-sponsored female trainees received an average of 67 hours of training compared to an average 84 hours for their male counterparts. This is equivalent to 20% fewer hours of training for the female trainees. On the other hand, women invested a greater number of hours in non-employer-sponsored education with an average of 148 hours per trainee, as compared to 129 hours for the male trainees

**Chart 2.6 Males spent more training hours in employer-sponsored activities, females in non-employer-sponsored activities**



Source: Statistics Canada, Adult Education and Training Survey, 1992

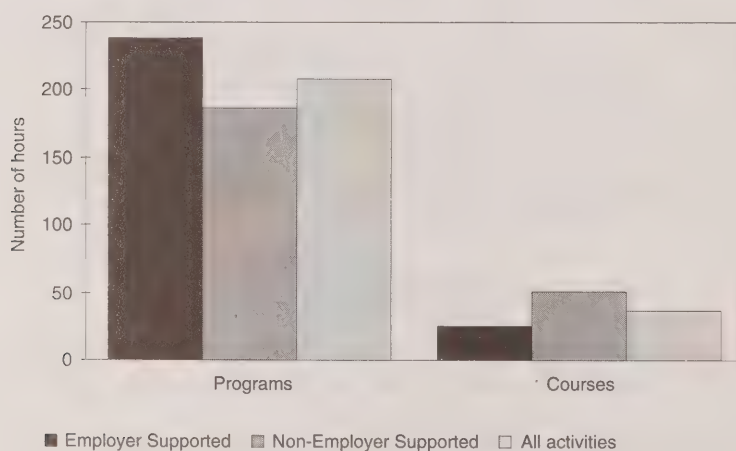
<sup>22</sup> The training rate represents the percentage of employees in a given group (industry, occupation, sex, etc.) who received training from their employer

## Study programs require more of a time investment than courses

Judging by registration numbers, the Commerce/Management/Business Administration programs were the most popular. However, the average duration of the differing programs and courses varied enormously from one field of study to another. The time invested in education and training is as much an indication of people's commitment to education and training as are registration numbers. When examining the total number of hours of training undertaken, the Engineering/Applied Science Technologies and Trades programs showed the largest overall time investment by students. The total number of hours invested in this field was over 49 million hours. With an average of 248 hours per trainee, it placed third only to Fine/Applied Arts programs (with an average of 385 hours) and Agricultural/ Biological Sciences and Technologies (with an average 289 hours). By contrast, the program field with the most registrations (Commerce/ Management/Business) showed the lowest number of average hours per trainee. Trainees in this field invested an average of 156 hours each which was well below the overall average of 208 hours per program trainee.

In the courses sector, Commerce/Management/ Business Administration, as well as courses in Engineering/Applied Science Technologies and Trades, were, in that order, the most popular both in enrollment and in terms of the total number of hours invested in courses. While the average duration over all courses was 37 hours, some, such as those in Humanities and Professional Development (Upgrading), were twice as long (77 and 72 hours respectively). The shortest time investments in courses were required in Health Professions/Sciences and Technologies (24 hours) and Education (29 hours).

**Chart 2.7 On average, the duration of study programs was six times that of courses**



Source: Statistics Canada, Adult Education and Training Survey, 1992



## **Industry and gender are factors in the type and duration of employer-sponsored training offered to labour force participants**

Information on employer investments in training, by industry, relies on the labour force status of the survey respondent at the time of the survey (January 1992). Persons no longer in the labour force (not working and not looking for work) in January 1992 could not have an industrial classification assigned to them. Although they may have had employer-sponsored training during 1991, they must necessarily be excluded from the industrial analyses since there is no industrial information available for them.<sup>23</sup>

As Table 2.4 illustrates, large disparities are apparent in the intensity of the training that was received by employees of different industries. Although diffusion of training in the Utilities and Public Administration sectors was rather broad as measured by the training rate (51% and 42%, respectively), each employee generally received a below-average number of hours (approximately 70 hours). In a certain number of industries, training hours were given to a limited amount of people. For instance, the Construction industry posted a very low training rate (11%) but each trainee (or apprentice) received a relatively high average number of hours of training (101 hours).

The Table also reveals that many of the industries which posted relatively similar training rates for men and women, in fact did not dispense the same number of hours of training to both. The industrial group with the largest difference is Education/ Health/ Welfare, where female trainees received only 50 hours compared to 84 for males.

Another point of interest is the number of hours of training per employee, by industry, rather than per trainee. This measure provides information on the relative diffusion of training over the entire employee population in a particular industry. It also provides the opportunity to compare the amount of time devoted to training relative to the overall workload. The range in average hours per employee was quite large for this measure. At the low end of the scale were Agriculture, with an average 7 hours per employee, and Transportation/Communications with 10 hours per employee. At the high end of the range were Utilities and Public Administration with a respective 36 and 27 hours per employee. Differences in these values do not necessarily reflect only a difference in employee/employer commitment to education and training. They may also be a reflection of the variations in the impact of technological change, the need for training, or the current skill level of the employees of a particular industry.

Concern is often expressed about the absence from work that is necessarily tied to education and training. The average number of hours of training across all employed workers was 16 hours (or two working days) throughout 1991. This represents less than 1% of the average employees yearly workload. It should be remembered that only structured training events have been included in this figure. On-the-job training and other forms of unstructured learning have not been included in the AETS survey results. Had unstructured training been included in this estimate the figure would have been higher. Interpretations should be relegated to structured education and training activities only.

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<sup>23</sup> The hours for these people have been included under the more general heading of employer -sponsored education and training in Table 2.4

**Table 2.4 In general, industries with high training rates supported less hours of training per trainee<sup>1</sup>**

	Training Rate			Annual Hours of Training per Trainee			Annual Hours of Training per Employee		
	Total (%)	Male (%)	Female (%)	Total	Male	Female	Total	Male	Female
Agriculture	10	12	6	70	67	83	7	8	5
Other Primary	22	21	25	67	70	50	15	15	12
Manufacturing	20	21	15	72	77	55	14	16	8
Construction	11	10	14	101	102	93	11	10	13
Utilities	51	51	50	70	72	62	36	37	31
<b>Goods-Producing Industries</b>	<b>18</b>	<b>19</b>	<b>16</b>	<b>74</b>	<b>78</b>	<b>61</b>	<b>13</b>	<b>15</b>	<b>10</b>
Transportation and Communication	25	23	28	38	42	31	10	10	9
Trade	14	18	8	80	85	69	11	15	6
Finance, Insurance and Real Estate	32	30	33	46	51	42	15	15	14
Education, Health and Welfare	30	29	30	61	84	50	18	24	15
Business, Personal and Misc. Services	14	17	11	84	73	97	12	12	11
Public Administration	42	43	40	64	72	53	27	31	21
<b>Service-Producing Industry</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>64</b>	<b>71</b>	<b>56</b>	<b>15</b>	<b>17</b>	<b>12</b>
<b>Total</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>74</b>	<b>83</b>	<b>63</b>	<b>16</b>	<b>18</b>	<b>13</b>

<sup>1</sup> This table only includes participating adults included in the labour force in January 1992.

Source: Statistics Canada, Adult Education and Training Survey, 1992

### Service-producing industries and goods-producing industries take different approaches to employee training

Employers who are involved in employee training are constrained by the financial resources of a training budget. This budget can be allocated along two different dimensions. A large number of employees can be trained for a fewer number of hours, or a smaller number of employees can be trained for a larger number of hours. The direction this decision takes will reflect the needs of, and speed of change in, the particular industry, company or business.

The service-producing industry has the highest training rates, meaning more employees are trained but for less time. The goods-producing industry has higher hours of training per trainee but a lower training rate. This means that fewer employees are receiving training but for those that are, the training is more expansive in terms of time. These results seem to indicate that there are differences between these two sectors in the nature of the work, the way they prioritize training needs, in their average firm size, or in the manner in which technological or economic change takes place.

In both sectors female employees had lower training rates and number of hours per trainee than male employees. The explanation may lie in the occupational differences between males and females throughout the labour force.

**Chart 2.8 In industry, the service sector had the highest training rates**



Source: Statistics Canada, Adult Education and Training Survey, 1992

**Chart 2.9 The goods-producing sector supported more hours of training per trainee**



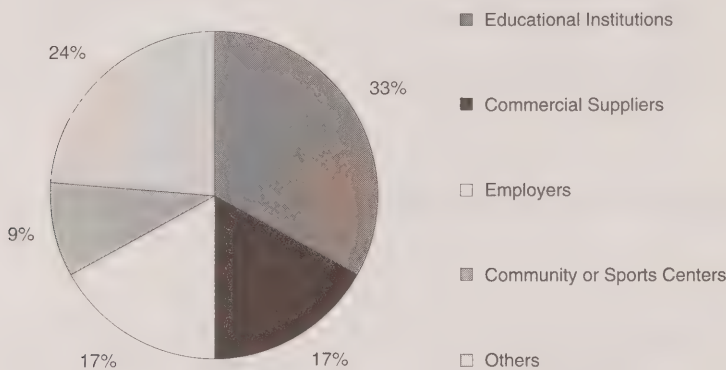
Source: Statistics Canada, Adult Education and Training Survey, 1992

# SECTION C: The provision of training activities

## The school system was the most important provider

One third of all training activities were organized and delivered by educational institutions<sup>24</sup>. A set of other suppliers, including trade unions, professional associations, or even individuals, provided 24% of the training. Employers and commercial suppliers each provided 17% of the courses, while community or sport facility centres were responsible for 9% of the activities.

**Chart 2.10 Educational institutions were the most frequent providers of training activities**



Source: Statistics Canada, Adult Education and Training Survey, 1992

To provide training courses or programs<sup>25</sup>, employers relied primarily on their own employees and consultants, each of whom provided 37% of the training. Other suppliers and the school system provided 20% and 15% respectively of the courses<sup>26</sup>. Businesses in the Construction industry and the Education/Health/Welfare sectors placed the most reliance on the school system. With the exception of the Manufacturing sector, the Construction industry

<sup>24</sup> The survey was not designed to obtain information on training providers. A question on training supplier was asked only to those who had taken a course supported by their employer. In all other cases it was assumed that the type of program taken and the location where the courses had taken place were a fairly accurate reflection of the provider. Accordingly, it is possible that our measure underestimates the importance of the formal education system. Educational and training activities pursued at home, for example, might very well have been offered at a distance through an educational institution. In our estimate these activities are shown under “other” providers.

<sup>25</sup> By definition, all programs taken for accreditation were provided by educational institutions.

<sup>26</sup> Since more than one provider might be involved in providing a course, the total does not add to one hundred.



and Other Primary industries, which employed a relatively greater number of consultants than the others, consultants were used about equally in all of the other industries. Transportation/Communications, Utilities, Public Administration, and Finance/Insurance/Real Estate industries relied especially on their own employees to provide training. As mentioned earlier, businesses in these sectors are generally larger than average, and have the necessary resources to set up a training division and to integrate employee training into their strategic planning. Other suppliers provided an additional 20% of the courses but were involved rather unevenly from one industry to another.

**Table 2.5 Employers rely mainly on their staff or consultants to provide training**

	<b>Educational Institutions (%)</b>	<b>Staff (%)</b>	<b>Consultants (%)</b>	<b>Other Suppliers (%)</b>
Agriculture	14	8	35	45
Other Primary	15	32	45	13
Manufacturing	14	34	47	15
Construction	26	26	41	20
Utilities	13	47	25	21
<b>Goods-Producing Industries</b>	<b>15</b>	<b>33</b>	<b>42</b>	<b>18</b>
Transportation and Communication	6	60	25	15
Trade	9	32	39	23
Finance, Insurance and Real Estate	13	43	32	15
Education, Health and Welfare	21	34	37	22
Business, Personal and Misc. Services	16	27	38	26
Public Administration	10	43	38	19
<b>Service-Producing Industry</b>	<b>14</b>	<b>38</b>	<b>36</b>	<b>21</b>
<b>Total</b>	<b>15</b>	<b>37</b>	<b>37</b>	<b>20</b>

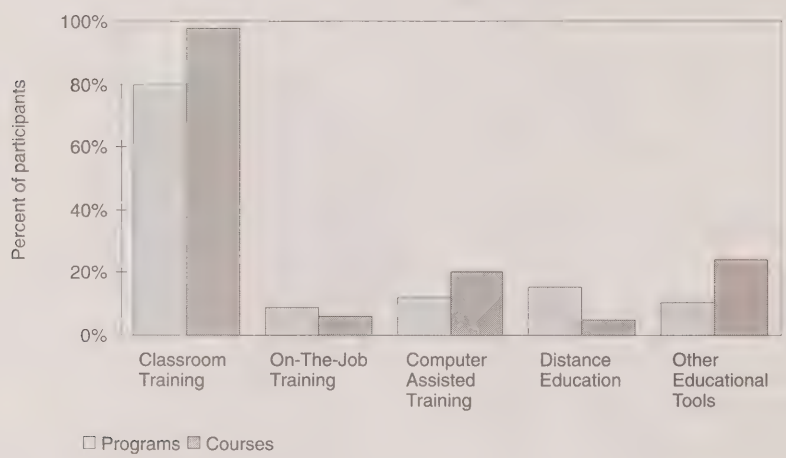
Source: Statistics Canada, Adult Education and Training Survey, 1992

## Increasing reliance on a variety of teaching methods

A majority of the programs (80%) and the courses (98%) are still given in whole or in part in the form of classroom instruction. However, it should be noted that this traditional 'teacher-pupil' approach is no longer exclusive, and increasingly a number of different teaching methods are being resorted to within the same course or program.

Close to 22% of the programs, and 26% of the courses, were provided using multiple teaching methods. Approximately 15% of program participants used distance training, 12% used a computer, 9% took part of their program on the job, and 10% used some other didactic method. Some rather large differences were noted in the types of programs. For example, it was noticed that the frequency of use of classroom instruction increased with program level. While 68% of the high school/elementary school level programs relied on this method, 86% did so at the university level. On-the-job training was used almost exclusively for apprenticeship programs, while distance training (correspondence courses, televised courses, etc.) was very popular at the elementary/high school level.

**Chart 2.11 Classroom instruction was the most popular teaching method but trainers also relied on a variety of other methods**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The programs most likely to use a variety of methods were the apprenticeship programs, which offered a large part of the training on the job, and the occupational training programs in the trades, which resorted to, in almost equal measure, on-the-job training, distance education, computers and other methods<sup>27</sup>. The frequency with which the different methods were used in the colleges and universities was comparable; in addition to classroom instruction, computers and distance education were the most popular. For learners in study programs at the elementary and high school levels there was less variety in teaching methods, with more than 91% reporting only one teaching method.

<sup>27</sup> These other methods or means of teaching or training are lectures, video cassette or video discs, audio cassettes, etc..

While classroom and computer-assisted education were equally popular with men and women enrolled in a study program, on-the-job training (mainly apprenticeship programs) and the other methods were used more among men. However, distance training was more popular with women.

Almost all (98%) of the students enrolled in a course received at least some part of their instruction in the classroom. Although on-the-job training (6%) and distance education (5%) were not widespread, substantial use was made of computers (20%) and other teaching methods (24%). With the exception of computer-assisted courses, that were more popular with women than men (19% vs. 14%), the differences between men and women were minimal as far as teaching methods were concerned.

### **The majority of programs and courses were provided in educational institutions**

With one third of the education and training activities being provided on their premises, the schools are the most important suppliers. However, they face an increasingly lively and diversified competition.

Virtually all of the study programs taken for accreditation purposes were provided in a school facility<sup>28</sup>. Course locations were clearly more varied. The school and workplace were the locations used most often, each of them taking in just over 20% of the adult learners. Community centres and sports facilities, as well as business schools and training centres, each received about 10% of the participants. Another third of the courses made use of other locations such as hotels, churches, etc.

While courses pursued out of personal interest were given almost equally in schools (33%), community centres and sports facilities (31%) or elsewhere (36%), employment-related courses were mainly provided in the workplace (31%), a school facility (17%), a business school (17%) or in a variety of unspecified locations (34%).

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<sup>28</sup> The survey asked respondents to specify the location where the courses had taken place. The question was not asked in the case of programs, but it was assumed that all programs taken for accreditation were taken in an educational institution.

## SECTION D: Funding of training activities

**Overall, individuals or their families were the most frequently used funding resource for educational and training activities**

The funding resources for an adult student depended to a large degree on the kind of training that was undertaken and the reason he or she had enrolled in education or training activities. Students and/or their families contributed to the financial demands of training and education in one out of two study programs (48%) and four out of ten courses (37%). When training was taken for personal interest reasons students and/or their families contributed to training costs in the majority of situations (programs - 74%, courses - 86%). In job-related programs, the adult learner and/or their family were also the primary funding resources (43%). Only in job-related courses does the employer move ahead of the adult learner and their family as the major resource for funding. In 65% of the cases employers were the sole contributors to the financial costs of training and in a further 13%, employers were joint contributors to the costs of training.

**Table 2.6 The adult learner and/or their families were the most frequently used funding resources**

	Total			Job-Related Activities			Personal Interest Activities		
	Total (%)	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)
<b>PROGRAMS</b>									
Employer only	20	27	14	24	31	17	...	...	...
Employer and someone else	20	23	16	23	26	20	...	...	...
Self or family	48	37	57	43	34	52	74	71	75
Government	6	5	6	6	5	6	**	**	**
Other or no fees, not stated	8	7	8	6	5	6	21	24*	18*
<b>COURSES</b>									
Employer only	43	53	36	65	69	61	...	...	...
Employer and someone else	9	10	8	13	13	13	...	...	...
Self or family	37	27	46	14	11	17	86	80	88
Government	3	3	3	3	3	4	33	35	33
Other or no fees, not stated	9	9	8	6	6	6	13	18	10

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%

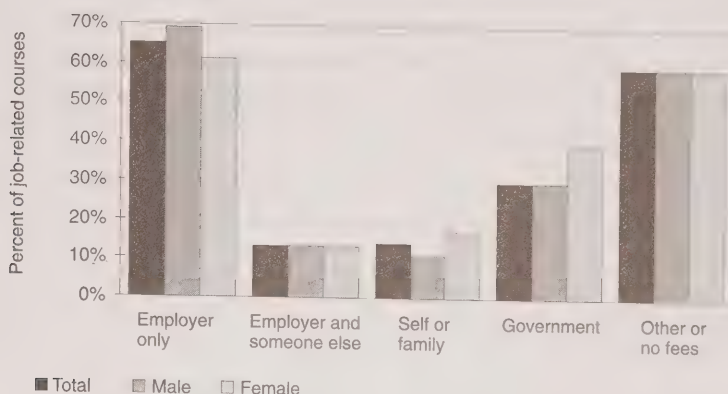
.. Not Applicable

Note: Numbers do not add to 100% because of multiple responses.

Source: Statistics Canada, Adult Education and Training Survey, 1992

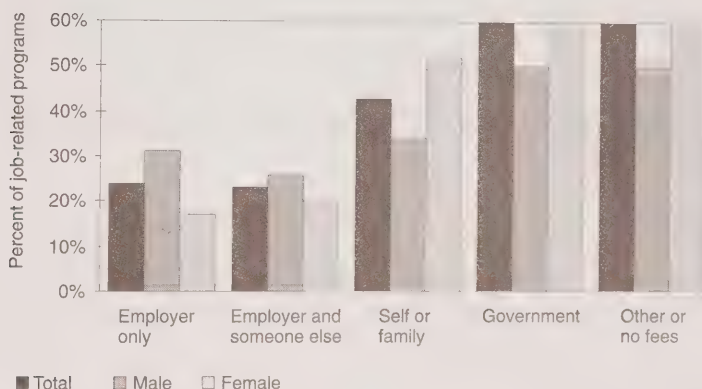


**Chart 2.12 Employers supported the majority of job-related courses**



Source: Statistics Canada, Adult Education and Training Survey, 1992

**Chart 2.13 The trainees themselves supported the majority of job-related programs**



Source: Statistics Canada, Adult Education and Training Survey, 1992

### Funding sources for job-related training varied by gender and the type of education or training undertaken

For all types of training activities, but especially for study programs, and regardless of the motivation (personal interest, career or job-related), women received less outside financial support than men. In the case of programs taken for job-related reasons, 52% of women compared to 34% of men contributed to the costs of training. For courses, the proportion of financial responsibility had dropped to 17% for women and 11% for men.

## Employer's support varied according to the type of training offered

About one half of the 534,000 degree, certificate or diploma programs supported by the employers were totally sponsored by them. Probably because courses (seminars, workshops, tutorials, etc.) are generally less expensive, of shorter duration and more directly related to the job than most programs, employers seemed more disposed to sponsor them. Indeed, 65% of the courses pursued for career or job purposes were fully sponsored by employers.

The assistance provided by the employer took several forms and, as a general rule, the student received assistance from more than one source. In the great majority of cases (78%), the employer paid all or part of the fees or tuition and in two thirds of the cases the costs of the course materials as well. Employers provided study leave (short or long term) to about seven out of ten students, while they provided premises, the training, or defrayed the costs of travel and accommodation to others.

Employers paid for the tuition of workers registered in programs (76%) in about the same proportion of those taking courses (78%). However, the 'other' types of sponsorship provided by employers to those who took courses differed from those enrolled in programs. In addition to paying fees or tuition, employers were much more inclined to defray the other costs associated with courses than they were in the case of programs. For example, they bore the costs of course materials in two thirds of the cases (69% compared to 54%), offered time-off in more than seven out of ten cases (73% vs. 54%), provided the training in one out of two cases (50% vs. 24%) and paid some part of the costs of transportation and accommodation in three cases out of ten (31% vs. 19%). The kind of sponsorship provided to men and women was comparable.

**Table 2.7 The most common type of financial support offered by employers was the payment of tuition fees**

	<b>Programs</b>	<b>Courses</b>	<b>All Activities</b>
	(%)	(%)	(%)
Paying for fees	76	78	78
Paying for course material	54	69	67
Providing time-off or educational leave	54	73	70
Providing premises or supplies	31	62	59
Providing transportation or accommodation	19	31	29
Giving the training	24	50	47
Providing any other support	18	20	20
<b>Total Number of Activities (in thousands)</b>	<b>534</b>	<b>3942</b>	<b>4475</b>

Source: Statistics Canada, Adult Education and Training Survey, 1992

## Chapter 3

### **ACCESSIBILITY AND ADEQUACY OF JOB-RELATED EDUCATION ACTIVITIES**

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Of the 13 million people in the labour force in 1991, 29% participated in one or more job-related training activities. Almost four million people, therefore, had access to some type of vocational training. Given the general belief that increasing the skills and competencies of the labour force will place Canada in a better position both globally (competitively) and domestically (as a means of addressing unemployment) the question becomes, is this number sufficient and is the training that is being taken meeting these objectives?

It is not enough to assess the effectiveness of adult education and training through participation rates alone. Accessibility to training and the adequacy of the subject material that is provided are central to the success of adult education and training overall. The 1992 AETS survey results can be used to understand factors which both facilitate access to training and hinder access to training. Furthermore, the adequacy of training activities can also be evaluated through the level of expressed need for further training and the perceived relevance of the training that is already being provided.

The 1992 AETS classification of training activities has been relegated into two components, job-related and personal interest. These two groupings reflect the different orientations that can underlie the wish or need for education and training. Training taken for job-related reasons is of particular interest for labour market reasons. It is this form of training that is expected to place Canada in a better socio-economic position globally and the individual in a better position in the labour market. In the following analyses all employer-supported training activities were assumed to be job-related. Non-employer-supported training was identified by the survey respondent as stemming from either career/job-related interests or from personal interests.

This chapter is developed through two points of focus. The first section examines the question of accessibility to training, that is the conditions which govern access to job-related training. The second section focuses on adequacy, that is the perception (by the survey respondent) of the correspondence between training needs and actual training undertaken.

#### **SECTION A: Accessibility to job-related training**

Accessibility to job-related training is reflected in the number of trainees enrolled in adult education and training activities. These numbers reflect the desire, willingness or need for training activities as expressed by individuals and/or employers. These numbers are also an indication of how often the means and conditions (organizational, material, financial or intellectual, which allow for the fulfilment of job-related training needs) have been successfully brought together. Accessibility to job-related training can be more fully understood when one examines the ways and means by which those who were able to undertake training managed to bring these conditions together.



Those who initiate job-related education and training activities recognize the need for training and identify the kind of training that must occur. They bring the matter up for discussion with relevant parties, and are involved in the decision making process that permits the training event to go forward. The next step is to organize the support conditions which allow the training event to take place (method of instruction, content of training, location, course materials, fees, etc.). Each of these aspects may be the responsibility of the same person or entity (for example, employer or union) or each may be addressed by different people or entities (for example initiated by the student, paid for by the employer, provided by a university or consultation service). The focus of the following discussions is on these two central aspects of adult education and training activities, the initiation of the activity and the supporting conditions for the event.

### **Employers initiated close to two-thirds of all job-related training activities**

The initial steps to any training event are the recognition that a training event is needed and the suggestion that it take place. Analysis of all job-related training activities indicates that 6 out of 10 of these events were initiated with employer involvement. Employers instigated 53% of the job-related activities themselves and were involved with the employee in another 7%. When looking at the employed participant population only, employer involvement increases. Employers assumed the responsibility for initiating 57% of the job-related training activities, 8% were initiated in conjunction with the employees, while just over a third (35%) of the activities were initiated by employees alone.

Not surprisingly, among the unemployed participants the tendency was quite different, with adult learners instigating the majority of job-related training activities themselves (74%). Nevertheless, this group of participants undertook a substantial amount of training that had been initiated by employers. Almost one in four (23%) unemployed or not in the labour force (at the time of the survey) job-related training participants had their activities initiated by an employer. This group of people were working at some point during the 1991 survey time frame, and had received training at that time. For various reasons they had become unemployed or had left the labour force entirely by the time of the January 1992 interviews. The training these people received may have included training that was part of separation or lay-off packages, restructuring and down-sizing retraining programs, retirement training and the like. The group would also include employees who were on education leave, sabbatical leave, maternity leave, etc., in January of 1992. The skills and knowledge they had acquired through training would likely be called upon once they returned to work.



**Table 3.1 Employers initiated the majority of all job-related training activities**

Initiator	Employed Participants		Unemployed and Out of Labour Force Participants		Total	
	(in thousands)	(%)	(in thousands)	(%)	(in thousands)	(%)
Trainees	1 224	35	386	74	1 610	40
Employer	2 011	57	121	23	2 132	53
Both	275	8	13	3	288	7
<b>Total</b>	<b>3 510</b>	<b>100</b>	<b>520</b>	<b>100</b>	<b>4 030</b>	<b>100</b>

Source: Statistics Canada, Adult Education and Training Survey, 1992

### **Some 80% of workers taking job-related training were supported by their employer**

As discussed in the previous chapter, employers support for training generally enhanced the employee's accessibility to programs and courses. Among employed trainees who had enrolled in job-related training activities, 80% received employer support, whether that was through fee payment, time off work, provision of materials, classrooms, instructors, etc. This represents 22% of all employed workers as of January 1992.

Employers frequently sponsored trainees, in one way or another, even though they had not always been the initiator of the training. Three-quarters of employed trainees had all their training activities sponsored by their employer, and another 6% took at least some of their training with employer sponsorship. Of particular note, the survey reveals that for most of the employed trainees (93%), the job-related training taken through employer sponsorship was the only form of training they had.

### **Employers initiated most of the activities they supported**

Through the combination of initiation and sponsorship, employers are assuming an active role in the job-related adult education and training that is taking place in Canada. For 72% of the job-related training activities in which the employer had supported the trainee in some way, the employer had also initiated the activity. An additional 7% of employer-supported training activities had been initiated by the employer in collaboration with the employee(s). In the majority of cases not only are employers offering the trainee support in some very practical ways, but they have often assumed the initial responsibility for recognizing the need for a training event to take place.

**Table 3.2 Employers supported most of the job-related activities**

	Employed Participants		Unemployed and Out of Labour Force Participants		Total	
	(in thousands)	(%)	(in thousands)	(%)	(in thousands)	(%)
<b>Employer-Supported Trainees</b>	<b>2 799</b>	<b>80</b>	<b>163</b>	<b>31</b>	<b>2 962</b>	<b>73</b>
Trainees who had all activities sponsored	2 601	74	143	28	2 745	68
Trainees who had some activities sponsored	198	6	20	4	218	5
<b>Trainees not Supported by Employer</b>	<b>712</b>	<b>20</b>	<b>356</b>	<b>68</b>	<b>1 068</b>	<b>27</b>
<b>Total<sup>1</sup></b>	<b>3 510</b>	<b>100</b>	<b>520</b>	<b>100</b>	<b>4 030</b>	<b>100</b>

<sup>1</sup>Totals may not add due to rounding

Source: Statistics Canada, Adult Education and Training Survey, 1992

**Table 3.3 Employers initiated most of the training they supported**

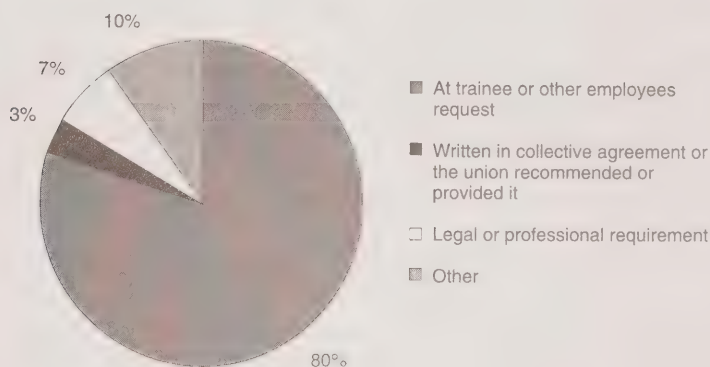
	Employed Participants		Unemployed and Out of Labour Force Participants		Total	
	(in thousands)	(%)	(in thousands)	(%)	(in thousands)	(%)
<b>Employer-Supported Trainees<sup>1</sup></b>	<b>2 799</b>	<b>100</b>	<b>163</b>	<b>100</b>	<b>2 962</b>	<b>100</b>
Employer Initiative	2 011	72	121	74	2 132	72
Shared Initiative	198	7	8	5	206	7
Non-Employer Initiative	589	21	34	21	623	21

<sup>1</sup>Totals may not add due to rounding.

Source: Statistics Canada, Adult Education and Training Survey, 1992

When employers had not initiated the training they supported, the participants had taken most of the initiative for their own training. As Chart 3.1 indicates, close to 80% of the employer-supported, but not employer-initiated, trainees had assumed the responsibility for their own job-related education and training. Other training events were either occupational or professional requirements (7%), were the result of union arrangements (3%), or were initiated by some other organization.<sup>29</sup>

**Chart 3.1 In job-related non-employer initiated activities, the employees assumed the most responsibility for their own training**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The considerable involvement of employers in advancing job-related adult education and training events raises interesting questions. Only one third (35%, Table 3.1) of participating employees decided, on their own, to undertake training. This opens to question the correlation between the age/level of education/income profile of the individual and the likelihood of participation in adult education and training. This correlation would be less significant if training events initiated and/or supported by the employers were excluded. The results shown here suggest that access to adult education and training is governed as much by employment status and the opportunities and conditions for training as presented by the employer than by anything else. With 3 of the 4 million job-related trainees coming from the employer-supported environment, it is clear that there is a close link between accessibility to adult education and training and employment status.

<sup>29</sup> Since the survey did not identify the training initiator of the non-employer-supported trainees, it is assumed that these participants (Table 3.2) took the initiative for the training. It was also assumed that 87% (i.e. the sum of personal initiatives 80% and occupational/professional requirements) of the participants whose training was not initiated by their employer, initiated their own training

Clarification of the role of the employer, relative to the socio-economic profile of the learner, in the level of access to education and training is a point for future research. Given that employers instigated most of the job-related training, and supported even more, future research should try to obtain information on the factors which lead employers to initiate and support training. Size of the business entity, its field of activity, the degree of technological intensity and change, the opening or expansion of markets , etc., as well as more internal factors such as a desire to upgrade efficiency by either employers or employees, product quality or market competitiveness of the organization, are all areas which require further study. It is clear that the key to accessible adult education and training in Canada is closely aligned with being at work.

### **Close to 1.5 million persons who needed training for their work failed to receive it**

A relatively large proportion of adults received job-related training in 1991. The participation rate, however, would have been much higher if all the needs and desires for adult education had been fulfilled. Many participants and non-participants were unable, for a variety of reasons, to take all the training they wanted. These unfilled needs are, to a certain extent, a measure of the impact of difficulties in accessing adult education or training.

The 1992 AETS survey made a distinction between training which was judged essential (needed) and training which was desirable (wanted). Since this distinction depends on the respondent's perception of the situation, interpretation of results should be conducted with caution. Employers and employees may not necessarily agree on the necessity (or lack thereof) for additional training. Nevertheless, as Table 3.4 illustrates, the number of participants and non-participants who expressed some unfilled needs or desires in terms of their education and training was greatest among the working population. Over one and a half million workers felt they needed training, and close to 5 million said they wanted training. These numbers may be interpreted as a measure of the level of investment yet to be made in adult education and training.

Close to 1.5 million people, representing almost 12% of the labour force, reported that they needed training courses or programs for their work, but had not taken them. This number is about evenly divided between participants and non-participants in adult education and training. These people understood the necessity for continued training, but the required conditions which would have permitted their participation were not in place. Given the large number of people who were faced with this situation it becomes very important to understand the barriers they faced.

The majority of these individuals (85%) were employed at the time of the survey. Information was not available on the specific kind of education or training these people required. Needed training might be academic or vocational. Some of these training needs might be filled by the educational system, in others, employers might be required to develop and deliver training programs.



**Table 3.4 The working population expressed the greatest needs or wants with respect to training**

	Participants		Non-Participants		Total
	Employed	Unemployed and Out of Labour Force	Employed	Unemployed and Out of Labour Force	
	(in thousands)	(in thousands)	(in thousands)	(in thousands)	(in thousands)
Training Needed	632	45	639	171	1 487
Training Not Needed	2 815	290	7 038	1 857	12 000
Not Stated	62	28	596	259	945
<b>Total</b>	<b>3 509</b>	<b>363</b>	<b>8 273</b>	<b>2 287</b>	<b>14 431</b>
Training Wanted	1 518	150	2 458	743	4 869
Training Not Wanted	1 974	210	5 796	1 532	9 511
Not Stated	17	3	19	12	51
<b>Total</b>	<b>3 509</b>	<b>363</b>	<b>8 273</b>	<b>2 287</b>	<b>14 431</b>

Source: Statistics Canada, Adult Education and Training Survey, 1992

Almost 700,000 people who had already participated in job-related training activities said they needed more. The proportion of those who reported unsatisfied needs is much higher among those who had participated in a training activity (17%) than among the non-participants (8%). Similarly, the proportion of those who reported unsatisfied wants is much higher among participants (59%) than non-participants (38%). Having already participated in training appears to make one more inclined to appreciate its utility, enhances the development of a training culture, and thus the wish for more training.<sup>30</sup>

In this period of economic restructuring, one might have expected that training needs would be much larger than those identified by respondents. It is, indeed, possible that the needs were underestimated. Respondents are not always in the best position to gauge their own training needs, particularly in situations where employers are more informed about up-coming changes than the employees. Secondly, the question on the training needs, which referred to "training required to better perform at work or for career purposes", probably caught the most obvious and urgent needs, while all other training requirements might have been reported as

<sup>30</sup> It is worth noting that among non-participants, 850,000 people did not answer this question. These people, who make up a group of undecided, may be unable to determine whether they have training needs or may be uninterested in the question and prefer not to answer. The lack of response may also suggest an information problem. Lack of information on the programs or courses that are available may have prevented them from being able to answer this question.

desirable or not reported at all. One cannot ignore the social desirability phenomenon that frequently occurs with survey questions of this nature. The survey respondent may have seen an admission that there were courses or training that would add to their ability to perform their jobs as a statement of personal incompetence. If this was the case, it would also reduce the amount of reporting to this question.

As expected, many more people expressed wants than needs. Indeed, close to 5 million people wanted to take training but did not. There are two possible explanations for this large level of interest. The question is not directed exclusively to job-related training. It, therefore, includes training for hobbies, recreational activities and other personal interest courses. Furthermore, the responses to the survey question clearly reflect the conceptual difference between needs and wants. It is probably easier to identify a course one wants to take (I'd like to take a course to improve my health... reduce stress... improve my writing skills, etc.) than to define a specific job-related need. As well, public awareness is probably higher for the recreational and leisure type of courses than for the job-related courses.

**Twenty-eight percent of those who needed training did not take it because it was unavailable**

One and a half million people reported a need for further work-related training but had failed to participate. Understanding the barriers that these people face with regards to education and training is clearly worthy of examination. Table 3.5 provides enlightening information.

**Table 3.5 While part of the employed population was too busy to take more training, a fair percentage of the unemployed and out of labour force population could not afford it**

	Participants <sup>1</sup>	Non-Participants		Total
	Employed	Employed	Unemployed and Out of Labour Force	
	(%)	(%)	(%)	(%)
Too Busy	46	38	13*	38
Training Programs Not Offered	27	28	31	28
Too Expensive / Have No Money	28	25	40	28
Family Responsibilities	8	9	11	9
Other Reasons	20	22	30	22

Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

<sup>1</sup> Data for unemployed and out of labour force participants are based on too small a sample to be published.

Source: Statistics Canada, Adult Education and Training Survey, 1992

As previous surveys have shown<sup>31</sup>, lack of time is the greatest barrier to training for those who are employed. A closer examination of these survey results show that those who were already participating had less time left for further training than non-participants. This survey information suggests that training policies based on monetary incentives alone might not yield expected enrollment results in the employed population. While these kinds of financial incentives may be appropriate for the unemployed, the most important motivator of enrollment in employer-supported training is that it can be offered during working hours. This makes it highly accessible for the employees.

The opposite pattern was observed for those who were constrained by lack of financial resources. When compared to the employed population a larger portion of the non-working population, who generally have lower levels of income, reported that financial situations prevented them from taking training.

The third most important barrier reported by survey respondents was the perceived lack of required training programs. Almost 28% of the respondents gave this reason for not taking training. This represents just over 400,000 people who felt they needed training for their work but believed that the required programs or courses were not available. These survey results suggest either the existence of a gap between the supply and the demand for courses, a need for an expansion in the content of available courses, or a sizeable problem with the dissemination of training information. These people represent an available market for both the already existing educational system and for businesses specializing in labour force training. Of the three largest barriers to adult education and training, a perceived lack of available programs is perhaps the one that may be most expediently addressed. Lack of time, which reflects either personal priorities regarding training or a particular work/family situation, is a matter which can only be resolved initially at the individual level. Resolving the problem of lack of funds also involves difficult and/or complex actions for the individual. Unless someone's financial situation changes or they find support from an employer or government there are few other avenues of redress. On the other hand, a shortage, or perceived shortage, of programs can be resolved by those already developing and delivering programs in the field of adult education and training. Their familiarity with this field and how it functions places them in the best position to move these 400,000 people from exclusion to inclusion in the adult education and training environment.

### **The socio-demographic profile of those who said they needed training was similar to the profile of those who had participated in training**

To characterize those who reported unsatisfied needs, one can examine the survey results from this question on a number of socio-economic variables (sex, age, income, education and occupation). There are no significant differences between women and men with respect to unsatisfied training needs. Numerically there are more men than women who needed training but had not taken it. However, the proportion of males and females with unsatisfied training needs is an almost exact reflection of the respective proportions of males and females in the labour force.

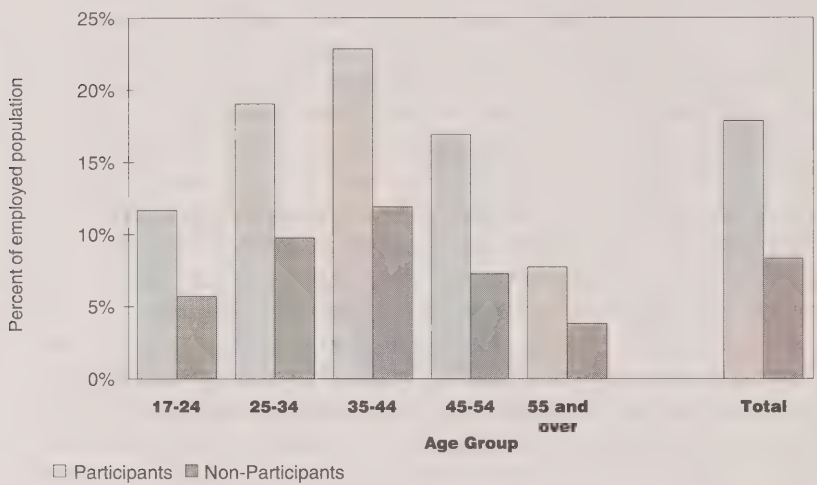
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<sup>31</sup> Lack of time was also reported as the largest deterrent to training in the 1990 and 1992 AETS



The percentage distribution, by age, of people who stated that their training needs had not been met ranged between 8% and 23%. Both ends of the age scale, the 17-24 age group and the 55 and over age group, expressed limited needs. This is explained by 'in process' or recently completed initial training for the first group, and the approach of retirement for the second group. In the middle, the 35-44 age group expressed the greatest unfulfilled needs. These adults are at a critical stage in their work life cycle and in many cases their initial training no longer suffices. The need for some additional contribution to continue their career path seems to be felt more acutely by this group.

**Chart 3.2 The proportion of adults with unsatisfied job-related training needs decreased after age 44**



Source: Statistics Canada, Adult Education and Training Survey, 1992

The share of survey respondents who reported a need for further training increased with income. The need for further training was low and below average for incomes under \$20,000, stable up to \$50,000 and stronger beyond that. This can be explained by the educational level and consequently the type of occupation associated with people with low income. Table 3.6 shows the proportion of participants and non-participants in training who expressed training needs according to their level of schooling and their employment status. A larger proportion of adults with a university degree reported unsatisfied training needs than those with a high school diploma or less. Low income earners may see the need for training as much as their high income counterparts. However, given the associated low level of educational attainment for the low income earner, the investment, both in time and money, required to improve their educational position is much greater than for the high income group. Workers at the lower end of the wage scale may feel more discouraged from embarking on further education and training for reasons such as age, the expected return on their investment, or the drain on limited financial resources.



**Table 3.6 The training needs of the more educated population were higher**

	Participants		Non-Participants	
	Employed	Unemployed and Out of Labour Force	Employed	Unemployed and Out of Labour Force
	(%)	(%)	(%)	(%)
High School or Less	14	14 *	7	8
Post-Secondary Non-University	20	14 *	10	9
Post-Secondary University	21	**	12	10

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%

Source: Statistics Canada, Adult Education and Training Survey, 1992

Among the respondents who were employed, unsatisfied training needs increased with education level. Among the unemployed and those outside the labour force, the situation is less clear; the proportion of people who reported unfilled needs did not vary greatly by level of education. One possible explanation is that those who are more highly educated and had/expect higher incomes tend to perceive their unemployment as temporary and the result of an unfavourable conjunctural situation in the labour market rather than as some shortcoming in their skill level.

### **Workers in managerial and professional occupations wanted more training**

The breakdown by occupation of those who expressed a need for additional job-related training is informative. In addition to being a reflection of varying levels of education, income and occupational position, it also shows which occupations have had to adapt the most to changes and/or are most receptive to and informed about additional training opportunities.

**Table 3.7 Training needs were less satisfied among managers and professionals**

Occupation	Participants (%)	Non-Participants (%)	Total (%)
<b>Managerial and Professional</b>	<b>22</b>	<b>12</b>	<b>18</b>
Managerial and Administrative	22	11	18
Science and Engineering	27	16*	24
Social Science and Religion	22*	19	21
Teaching	21*	7*	16
Medicine and Health	15	11*	13
Artistic, Literary and Recreation	29*	10*	17
<b>Clerical, Sales and Services</b>	<b>14</b>	<b>8</b>	<b>10</b>
Clerical and Office Operation	14	9	11
Sales	19	6	11
Services to Community & Individuals	11*	7	8
<b>Blue Collar</b>	<b>14</b>	<b>7</b>	<b>10</b>
Primary	**	6*	8
Manufacturing & Processing	13	8	10
Construction & Transportation	16*	7	10
Material Handling & Other Occupations	**	7*	9

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%

Source: Statistics Canada, Adult Education and Training Survey, 1992

The Managerial/Professional group ranked first in terms of expressed training needs. They are followed by the Blue Collar workers and the Clerical/Sales/Services employees, with each of these two latter groups expressing similar levels of training needs. Given their occupation and their relatively high level of schooling, the managers and professionals are probably much more aware of the changes in their working environment and the economy in general than other workers. For this reason, they are in a better situation than other workers to evaluate their actual and future training needs. The lower level of training needs reported by the non-professional groups may reflect more of a lack of information than an actual lack of training need. It is also interesting to note that these levels of receptivity are relatively consistent with the rates of participation per occupation presented earlier. The tendency remains the same: previous involvement in training makes one more inclined to express new needs.

## SECTION B: Relevance and adequacy of training

This section provides an overview of the general perception by adult learners of the training they received and a more detailed look at its usefulness in the work environment. The analysis continues to focus on variations by the socio-economic status of the participants. In addition, there is an analysis for possible relationships between training perceptions and the variables that determine participation, such as at whose initiative is the training taking place, level of employer sponsorship, and the expression of unsatisfied needs.

### The majority of participants use at work the skills they acquired in training at work

The survey asked employed participants to evaluate the usefulness of each job-related training activity. Overall, they found their training very useful, with the majority stating that their training was useful 'somewhat' or to a 'great extent' at work.

**Table 3.8 Employer-supported training activities were judged much more useful than non-employer-supported activities**

Level of usefulness	Employer-Supported Activities		Non-Employer-Supported Activities	
	Program	Course	Program	Course
	(%)	(%)	(%)	(%)
To a great extent	62	56	29	37
Somewhat	24	31	22	26
Very little	7	7	12	10
Not at all	6	5	27	13
N/S N/A	1	1	9	14
Total <sup>1</sup>	100	100	100	100
<b>Total (in thousands)</b>	<b>488</b>	<b>3 769</b>	<b>426</b>	<b>681</b>

<sup>1</sup>Totals may not add due to rounding.

Source: Statistics Canada, Adult Education and Training Survey, 1992

Not surprisingly, most employed participants in employer-sponsored activities reported that the skills acquired through training were used 'to a great extent' or 'somewhat' at work (86% in programs, 87% in courses). Only a small share of the adult learners indicated that these activities were used only 'very little' or 'not at all'. This confirms the belief that employers

generally sponsor training activities that are more specific to their business and hence are more focused and useful. In 1991 a fair proportion of the training activities supported by employers were also provided by them. The level of satisfaction amongst trainees for these training programs, developed to fill pre-identified needs, is generally very high.

### **Adult learners not sponsored by an employer make less use of the skills acquired through training on the job**

By contrast, the level of usefulness of training events at work drops considerably for non-employer-sponsored participants. In terms of programs, 51% of this group used the skills acquired through training 'somewhat' or to a 'great extent'. Two-thirds of the non-employer-sponsored participants in courses demonstrated this level of usefulness.

The more limited use of acquired skills by non-employer-sponsored adults may be explained by the notion of targeting. Assuming that employers sponsor activities that are profitable to them, one would expect to find higher rates of use of the skills at work. However, the unsupported participant has greater freedom to choose training activities that are more consistent with his/her own interests in relation to a present or future job or career. The particular interests of the unsupported participants do not necessarily coincide with the interests of their employers, hence the difference in the degree to which the skills are used at work.

A second explanation, flowing from the first, may apply to programs. A training program is also a tool for reorienting one's career. The fact that 27% of the non-sponsored participants who had enrolled in programs were not using the acquired skills and knowledge at work may be indicative of people who are interested in a career change.

The lack of correspondence between current work and selected training decreases as educational level increases. This might be explained by the fact that generally well educated people tend to upgrade their knowledge and obtain more specialized skills which are required for work, while less educated people enroll in general or basic programs which have less specific application in their daily work. It also reflects the greater scope that the more educated individuals have in incorporating newly acquired competencies into their current work activities.

Table 3.9 shows support for this hypothesis. For programs, the proportion of adult learners who used their skills at work to a 'great extent' increased with the level of education. A similar phenomenon is noted for the courses, albeit of much less scope. Here, there is less support for the idea of changing occupational orientations. Normally one course in particular, unless it results in some certification, does not result in a change in occupational choices or employment. However, in the case of persons with little formal education, or whose initial training is insufficient for many jobs on the labour market, a single course may be perceived as greatly improving the participants chances of finding a more interesting or better paying job. This job may, in such cases, correspond more closely to the skills that have been acquired.



**Table 3.9 Usefulness of training increased with level of education of trainee, but mainly among the non-employer-supported participants**

Level of usefulness		Employer-Supported		Non-Employer-Supported	
		Program	Course	Program	Course
		(%)	(%)	(%)	(%)
<b>High School or less</b>	<b>To a great extent</b>	68	59	15	31
	Somewhat	16	28	20	26
	Very Little	10	8	12	8
	Not at all	6	5	43	18
	N/S - N/A	-	1	9	17
	<b>Total<sup>1</sup></b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Post-Secondary Non-University</b>	To a great extent	55	56	32	38
	Somewhat	29	28	21	27
	Very Little	9	9	14	11
	Not at all	7	6	24	12
	N/S - N/A	1	1	9	12
	<b>Total<sup>1</sup></b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Post-Secondary University</b>	To a great extent	71	55	41	45
	Somewhat	21	36	26	24
	Very Little	2	6	8	10
	Not at all	3	3	14	8
	N/S - N/A	4	-	10	14
	<b>Total<sup>1</sup></b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

<sup>1</sup> Totals may not add due to rounding.

- Amount too small to be expressed.

Source: Statistics Canada, Adult Education and Training Survey, 1992

### **Employer-supported trainees were more likely to find applications for acquired skills in their work**

As Table 3.10 shows, regardless of occupation, workers supported by their employers assessed the training they received as useful. For reasons discussed in earlier sections, employer-sponsored training is likely more appropriate to the specific needs of the relevant work environment. For combined 'to a great extent' and 'somewhat' categories, 89% of the managers and professionals found their training useful, 80%-86% (in programs/courses) of Clerical/Sales/Services workers found it useful, and 83%-87% (in courses/programs) of Blue Collar workers found training useful.

On the other hand, non-employer-supported trainees showed much lower levels of usefulness along with sizeable differences between occupations. Managers and professionals found their non-employer-supported training useful for both programs and courses, although it was lower than for the employer-supported training. Blue Collar workers also found courses useful. However, the level of usefulness for Clerical/Sales/Services workers in programs and courses and for Blue Collar workers in courses bordered on, or fell well below, the 50% mark. Once again we may be seeing the discrepancy between the employers and the employee's assessment of requirements, and an employees' decision to train for a new career path.

**Table 3.10 Overall, employer-supported trainees were more likely to be satisfied with their training, regardless of their occupational group**

Level of usefulness		Employer-Supported		Non-Employer-Supported	
		Program	Course	Program	Course
		(%)	(%)	(%)	(%)
<b>Managerial and Professional</b>	To a great extent	65	55	36	43
	Somewhat	24	34	28	28
	Very Little	6	6	12	8
	Not at all	4	4	19	9
	N/S - N/A	2	1	6	11
	<b>Total<sup>1</sup></b>	100	100	100	100
<b>Clerical, Sales and Services</b>	To a great extent	53	59	24	35
	Somewhat	27	27	14	18
	Very Little	10	9	12	12
	Not at all	10	5	36	17
	N/S - N/A	1	-	14	19
	<b>Total<sup>1</sup></b>	100	100	100	100
<b>Blue Collar</b>	To a great extent	66	56	22	26
	Somewhat	21	27	27	40
	Very Little	8	10	12	9
	Not at all	5	6	31	14
	N/S - N/A	-	-	9	11
	<b>Total<sup>1</sup></b>	100	100	100	100

<sup>1</sup> Totals may not add due to rounding.

- Amount too small to be expressed.

Source: Statistics Canada, Adult Education and Training Survey, 1992

## **A very high percentage of employer-sponsored participants judged the training offered by their employer to be adequate or very adequate**

All employed participants, in addition to giving an evaluation on the usefulness of each of their training events, were asked to provide an assessment of the adequacy of the training available to them and their fellow workers at their place of work. Results from these survey questions are an indicator of the perceptions that employees have regarding the level and appropriateness of the training that may, or may not, have been offered to them by their employer. This is a measure of the level of correspondence between employees' beliefs about the need for training in the work place and the training that is provided.

Employed participants fall into two major groupings, those who participated in adult education and training with at least some employer support, and those who participated but had no employer support. In the employer-supported group of participants, 83% found the training provided at work to be 'adequate' or 'very adequate'. This high level of satisfaction with employer-supported training is consistent with the information presented earlier showing that employer-supported training was also very useful on the job.

The proportion of employer-supported trainees who judged the level of training offered by their employer to be 'adequate' or 'very adequate' was relatively the same whatever the age, sex, educational attainment, occupation or industry of the trainee. This observation is somewhat surprising given the fact that as described earlier, accessibility or participation to employer-supported training was not identical for every worker.

Employees who participated in adult education and training, yet had no employer sponsorship, felt quite differently about the adequacy of training provided in the work place. Two points are of particular note. The level of satisfaction ('adequate' or 'very adequate') drops from 83% for those who had received some employer sponsorship, to 46% for those who had not received any employer sponsorship. The non-employer-sponsored participants tended to respond more frequently in the 'not applicable/no training category' (40%), whereas only 3% of the employer-sponsored participants had given this response. This group of 740,000 participants may be revealing a true need for training in the work place or, as discussed previously, they may be a further indication of a sizeable dissemination of information problem.

This chapter on accessibility and relevance of adult education and training has served to highlight some interesting facts. Employers sponsor a great many participants, and they initiate the majority of job-related training activities. The role they are taking in adult education and training contributes to the ability to participate, the completion rates, the level of satisfaction and the perceived usefulness of training for the trainees.

Close to 1.5 million people expressed job training needs that had not been fulfilled. Among these, more than half were non-participants. This is a demand for training that is waiting to be filled. This is especially important when one remembers that those who had the opportunity to participate, particularly when they had the support of their employers, clearly stated that the training they received was adequate and applicable to their work.

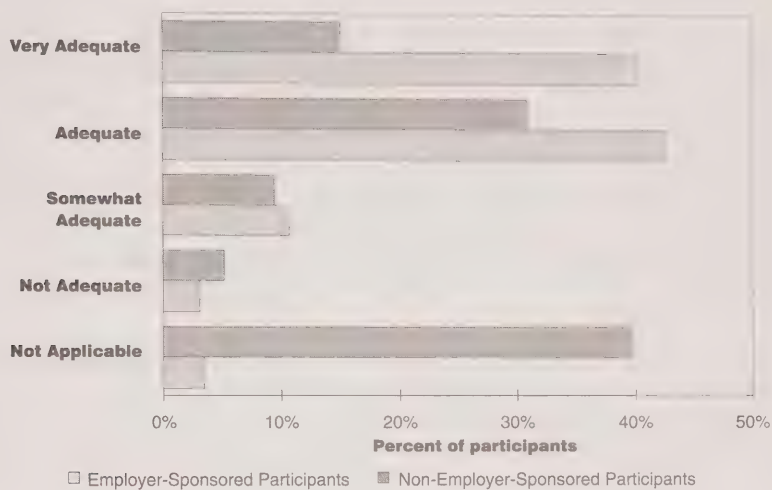
**Table 3.11 Employer-sponsored participants' perceptions of the adequacy of employer training, by selected variables**

	Very Adequate	Adequate	Somewhat Adequate	Not Adequate	Not Applicable
	(%)	(%)	(%)	(%)	(%)
<b>Total</b>	<b>40</b>	<b>43</b>	<b>11</b>	<b>3</b>	<b>3</b>
<b>Age</b>					
17 to 24	44	41	11	2	2
25 to 34	39	44	11	3	3
35 to 44	39	44	10	4	3
45 to 54	42	39	11	3	4
55 and more	41	43	6	1	9
<b>Sex</b>					
Male	41	42	9	4	42
Female	39	44	12	3	2
<b>Educational Attainment</b>					
High School or less	43	42	10	3	2
Post-secondary non-university	40	43	10	3	4
Post-secondary university	38	43	12	3	5
<b>Occupation</b>					
Managerial and Professional	39	44	11	3	3
Clerical, Sales and Services	40	42	11	3	3
Blue Collar	43	40	10	3	4
<b>Type of Industry</b>					
Goods-Producing Industry	40	42	10	3	4
Service-Producing Industry	41	42	11	3	3
<b>Private Industries</b>	<b>43</b>	<b>41</b>	<b>10</b>	<b>3</b>	<b>4</b>
<b>Public Industries</b>	<b>38</b>	<b>44</b>	<b>12</b>	<b>4</b>	<b>3</b>
<b>Employer Size</b>					
Less than 20 employees	40	40	7	3	10
20 to 99 employees	38	43	13	2	4
100 to 499 employees	35	48	11	3	3
500 employees and over	42	42	11	3	2

Source: Statistics Canada, Adult Education and Training Survey, 1992



**Chart 3.3 Training activities offered by employers were judged to be adequate by most employer-sponsored participants**



Source: Statistics Canada, Adult Education and Training Survey, 1992



## CONCLUSION

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The analysis of the results of the 1992 AETS have shown that the system of adult education and training is important, if not essential, to the economic, cultural and social development of Canadian society. The relatively high mobility of the workforce, moving between jobs, industries and occupations, emphasizes the importance of adult education and training. It assists in the adaptations to changing skill requirements and is a means of improving the overall quality of Canada's human resources. In 1991, there were almost as many adults enrolled in education and training activities (5.5 million) as there were students in all regular full-time school programs in Canada (6.1 million people of all ages). There is clearly the need, and the demand, for adult education and training.

The 1992 survey demonstrates that a large proportion of adult education and training activities taken by Canadian workers were directly related to their working careers. Most adults do not enroll in education and/or training to obtain a degree, certificate or diploma. Indeed, they are seeking courses and programs that are geared to the development of specific skills that can be used in current or potential careers.

Data from the survey most markedly revealed that access to adult education and training is uneven. Large variations in the level of participation were observed by school attainment level, employment status, income, occupational level, size of firm and industrial sector. Many of these variables impacted on the kind of financial support the trainees obtained. As an example of the disparities that are taking place in adult education and training, employed workers received much more training than their unemployed counterparts. Adults, especially those with low income and/or less education, are unable to obtain the education and training needed to compete in today's job market. There is the very real risk of the development of two polarized populations in terms of access to adult education and training.

Since most job-related activities are sponsored by employers, the analysis of the factors affecting accessibility to training will not be complete without a better knowledge of the reasons which motivate employers to offer such training and by what criteria they select employees to train. Furthermore, additional research is needed to determine the level of training needed in the different sectors of the economy. All sectors of the economy are not affected the same way, nor with the same intensity, by technological or restructuring changes.

As for any expenditure or investment, an optimal allocation of resources might be attained only if the results or the yield from adult education and training can be measured. For the first time, the 1992 AETS collected information on the usefulness and adequacy of the education and training activities taken. The results indicate that the level of satisfaction with training varied significantly by the type of activity, but did not provide any clear measure of the impact of training in terms of efficiency, job promotion, increased salary, etc. The question of quality, rather than quantity of education, is of central concern. It is important that future surveys develop this aspect of understanding to assist policy makers, trainers, and trainees in planning appropriate education and training programs.

Adult education and training is the responsibility of four entities. Individuals bear the responsibility for identifying their needs for education and training and for making these needs known to relevant elements of either the formal or non-formal education systems (including employers). Employers must identify the need for training and inform, respond and encourage the education and training of their employees. Responsiveness and initiative on the part of employers, as has been seen, can make a contribution to the availability and success of adult education and training programs.

Existing education and training institutions need to be responsive and flexible to the changing needs of the adult education and training market. This market encompasses both the student and the employer. Matching the developing skills of the student with the skill requirements of the labour force is a shared responsibility between individuals, employers and education and training institutes.

The fourth level of responsibility lies with all governments, on whose shoulders access to education and the mobility of learners across Canada depends. The benefits from adult education and training are not unidirectional. The assistance of all relevant government bodies in assuring expanded access to adult education and training is essential to the development of a more skilled and competent labour force. In turn, this would necessarily place Canada in a better position in the competitive global economy.



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## Appendix A

### GLOSSARY OF ADULT EDUCATION AND TRAINING TERMS

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**ADULT EDUCATION** Denotes all educational processes followed by adults, whatever the content, level and method, which supplement or replace initial education. This may include part-time enrollment in day schools, evening schools, correspondence schools, and so on. Training offered may be of a credit or a non-credit nature and could be taken for job-related or personal interest reasons.

**ADULT LEARNER** In the AETS, adult learners have been defined as anyone aged 17 and over enrolled in a structured education or training activity. For the purpose of this report, however, the definition has been restricted to adult learners registered in part-time education or training activities. Learners engaged in full-time activities were included only if these activities were sponsored by their employer.

**APPRENTICESHIP PROGRAM** Combines on-the-job experience with short periods of formal, technical instruction in provincially-designated trades. This program is designed to produce a fully qualified journeyman tradesman.

**BLUE COLLAR OCCUPATIONS** Includes such occupations as construction, fabricating, farming, fishing, forestry, materials handling, mining, processing, service, transportation and other crafts.

**COMMERCIAL SCHOOL** These are private schools licensed by the province which are engaged in providing professional and vocational training for profit.

**COMMUNITY COLLEGES** Includes post-secondary, non-degree granting institutions such as colleges of applied arts and technology or CAATS (in Ontario), general and vocational colleges (Collèges d'enseignement général et professionnel, CÉGEP (in Quebec) and technical institutes and other establishments that provide university transfer programs or specialized training in fields such as agriculture, the arts and forestry. Enrollment in these programs normally requires successful completion of secondary school.

**DISTANCE EDUCATION** Education conducted through the postal services, radio, television or newspaper, without regular face-to-face contact between teacher and student. To have been included in the AETS the student must have been registered in the program.

**EDUCATION** Any activities which aim at developing the knowledge, moral values and understanding required in all walks of life rather than knowledge and skill relating to only a limited field of activity.

**ENROLLMENT** The action of formally registering in a course or program of education or training, or the number of people who have formally joined a course or program.

**FORMAL ADULT EDUCATION** Adult education, formally structured and sequentially organized, in which learners follow a program of study planned and directed by a teacher and generally leading to some formal recognition of educational performance.

**FORMAL TRAINING** Structured and organized training that is provided at work or in an establishment designed or designated specifically for training and staffed for that purpose. It includes basic training given in specially equipped workshops, simulated training, any formal training offered throughout an apprenticeship program, and any structured training program offered by employers.

**FULL-TIME/PART-TIME EDUCATION** This status is generally determined by the educational institution. All institutions classify their students as full-time or part-time students depending on the number of courses in which they are enrolled. In the AETS, however, the full-time or part-time registration status was supplied by each respondent and, for this reason, in some cases may be at variance with the status determined by the institution.

**FULL-TIME TRAINING** Training program which occupied most of each work day for the duration of the program. In the AETS, full-time educational activities are those reported as such by the respondent, or those lasting six or more hours a day.

**GROSS DOMESTIC PRODUCT** Measures the aggregate value of production originating within the geographical boundaries of a country, regardless of whether the factors of production are resident or non-resident.

**HOBBY OR RECREATIONAL COURSES** Courses taken for the purposes of learning a hobby, for physical, social or psychological development, pleasure or for personal interest in a particular subject matter.

**INFORMAL EDUCATION** The lifelong process whereby an individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and other resources in his/her environment. Education in which the learning experience is not structured in the form of a class under the direction of a teacher nor organized in a progressive sequence and which is not intended to be recognized by a formal award.

**JOB-RELATED EDUCATION OR TRAINING** Refers to any education or training activities taken for developing or upgrading skills to be used in a present or future career/employment position.

**LABOUR FORCE** The labour force is composed of that portion of the civilian, non-institutional population 15 years of age and over who, during the reference week, were employed or unemployed. For the purpose of this survey, only the population 17 years and over have been considered.

**LABOUR FORCE PARTICIPATION RATE** The participation rate represents the total labour force (both employed and unemployed) expressed as a percentage of the entire population 15 years of age and over (employed, unemployed and not in the labour force).



**LIFELONG EDUCATION** The concept that education is not a once and for all experience which is confined to the initial cycle of full-time formal education commenced in childhood. Rather it is seen as a process that continues throughout the entire life cycle.

**LITERACY LEVEL** Literacy refers to the information processing skills (reading, writing, numeracy) necessary to use the printed material commonly encountered at work, at home and in the community. The literacy level refers to the degree of expertise that is exhibited by an individual, a group, a country, etc., in these skills.

**MATURE STUDENT** This is the designation for a full-time student in higher or further education who, on completing his or her initial cycle of full-time education, has spent some time in another activity (employment, at-home parenting, extended travel, etc.) before undertaking the educational program or course in which he/she is presently engaged. (Mature students are also referred to as “returnees”)

**NON-FORMAL EDUCATION** Educational programs which do not require or involve the enrollment or registration of learners. These activities are typically organized outside the formal education system.

**ON-THE-JOB TRAINING** Vocational training given in the normal work situation. Training is generally given by the supervisor, an experienced fellow employee or an instructor.

**ORGANIZER** The course, program or training organizer in the context of this survey is the person or organization who administers the educational activity.

**PARTICIPATION RATE (In Educational or Training activities)** The participation rate represents the proportion of a population engaged in a specific activity. In this study, the participation rates are expressed as the proportion of the population 17 years of age and over who are engaged in an educational or training activity.

**PART-TIME COURSE OR TRAINING** A course or training event which is taken over a period of time but does not occupy full work days.

**PERSONAL INTEREST COURSES** Courses taken as a hobby, for personal development or as a recreational activity.

**POST-SECONDARY EDUCATION** Refers to the kind of education generally obtained in community colleges or universities.

**PRIMARY SECTOR** An industrial grouping which includes the agricultural, fishing, forestry and mining industries.

**PROGRAM (Educational)** A selection of courses taken for credit towards a degree, diploma or certificate.

**SECONDARY SECTOR** This industrial classification includes the manufacturing, construction and utilities industries.

**SHORT-TERM COURSE** These are courses which were taken on a full-time basis and which lasted for less than one month.

**SPONSOR** The course or program sponsor is the person or organization paying for tuition or other expenses such as transportation, course material, time off, etc.

**STUDENT PARTICIPATION RATE** This rate expresses the number of students enrolled in a given program as a percentage of the overall population of a pre-determined age group. For example, the participation rate at the university level is the ratio of the number of university students to the total population aged 18 to 24.

**TERTIARY SECTOR** The industrial classification which includes the retail and wholesale trade industries, the finance, insurance and real estate industries and the service industries.

**TRADE/VOCATIONAL TRAINING or EDUCATION** Activities and programs that provide the skills needed to function in a particular vocation. These programs emphasize manipulative skills and well-defined or well-established procedures, rather than the application of ideas and principles.

**TRAINING** The systematic development of the attitudes, knowledge and skill patterns of an individual in order that he/she may perform a specific task at a particular level of competence.

**TRAINING RATE** This rate measures the number of employer-sponsored trainees per 100 employees in any specific firm, industry or sector.

**TUITION** It is the amount of money charged by an educational institution for instruction.

**UNEMPLOYMENT RATE** The unemployment rate represents the number of unemployed persons expressed as a percentage of the total labour force.

**WHITE COLLAR OCCUPATIONS** An occupational classification which includes people in the artistic, clerical, managerial, medical, natural science, religion, sales, social science and teaching occupations.

## Appendix B

### METHODOLOGY

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#### Survey objectives

The objectives of the 1992 Adult Education and Training Survey (AETS) were:

- to measure the incidence of adult education and training in Canada in a comprehensive manner;
- to provide a socio/economic/demographic profile of individuals who participated and did not participate in education or training;
- to profile the types, durations and locations of education or training that individuals received;
- to profile employer involvement in the education/training process;
- to identify barriers to education and training.

#### Survey design

The AETS was administered in January 1992 to a sub-sample of the dwellings in the Labour Force Survey (LFS) sample. The AETS sample design is thus closely tied to that of the LFS. The LFS target population includes all 10 provinces but excludes the Yukon and the Northwest Territories. Also excluded are inmates of institutions such as prisons or hospitals, residents of Indian reserves, and full-time members of the armed forces.

The AETS used five of the six rotation groups of the LFS. For the AETS, the coverage of the LFS was modified to include all members of the households 17 years of age and over. This included all household members who were 70 years of age and over. However, unlike the LFS where information is collected for all eligible household members, the AETS only collected information from one pre-selected household member. Proxy responses were not permitted.

Information was collected during the January 1992 LFS telephone interviews. Usable responses were acquired for 45,328 individuals, or 88% of the target population. These responses were weighted to represent a total population of 20,184,497.

## Definition

Adult education and training includes all structured educational (credit and non-credit courses) and training activities taken by individuals aged 17 and over. These activities can be taken at work, at school or at other locations for job-related or personal interest reasons.

For the purposes of this report, on-the-job training activities (time spent at work learning new tasks or upgrading skills during normal working hours ) and the full-time educational activities of students enrolled in a full-time program leading towards a degree, certificate or diploma, unless they had been supported by an employer, were excluded. Inclusion of these activities would have distorted the profile of adult learners, i.e. those enrolling in learning activities after leaving the initial cycle of formal education. The employer-supported full-time program student has been included to be able to discern the role employers take in the continuing education and training of employees.

## Sampling error

The difference between estimates derived from a sample and those derived from a complete census taken under similar conditions is called the sampling error. As in any sample survey, some of the AETS estimates are subject to considerable sampling error or are based on too small a sample to be statistically reliable. These have been marked with the following notations:

- \* Numbers marked with this symbol have a coefficient variation between 16 and 25% and are less reliable than unmarked numbers. Estimates which are marked with this symbol should be used with caution.
- \*\* This symbol indicates that the coefficient of variation for the estimate that would normally appear in this position in the table was greater than 25% and is therefore not publishable.

## Historical comparisons

Since changes in survey methodology, conceptual definitions and questionnaire design have occurred since 1984, longitudinal analyses from 1984 to 1992 should not be undertaken. The 1994 AETS will use substantially the same questionnaire and methodology as the 1992 AETS, making comparative analyses across time frames more valid.



## Appendix C

### STATISTICAL TABLES

Table C-1

Participants in Adult Education and Training, by selected variables, Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)
<b>ALL TRAINEES <sup>2</sup></b>	<b>27</b>	<b>5,504</b>	<b>26</b>	<b>2,581</b>	<b>28</b>	<b>2,923</b>
<b>Reason for Education <sup>3</sup></b>						
Job-Related	20	4,030	21	2,109	19	1,920
Personal Interest	10	2,064	7	705	13	1,359
<b>Marital Status</b>						
Married	27	3,620	26	1,771	28	1,849
Single	32	1,450	28	691	37	759
Other	17	434	18	119	17	316
<b>Age Group</b>						
17-24	34	1,008	31	468	37	540
25-34	36	1,668	34	784	38	883
35-44	36	1,540	35	740	37	800
45-54	27	816	26	391	28	425
55+	9	472	8	197	10	275
<b>Educational Attainment</b>						
<b>High School or Less:</b>	<b>18</b>	<b>2,022</b>	<b>17</b>	<b>921</b>	<b>18</b>	<b>1,102</b>
0 to 8 years	5	133	5	64	5	69
Some Secondary Education	16	674	16	342	15	333
Graduated from High School	28	1,215	27	515	28	700
<b>Post-Secondary:</b>	<b>40</b>	<b>3,482</b>	<b>37</b>	<b>1,660</b>	<b>42</b>	<b>1,821</b>
Some Post-Secondary	36	663	33	301	40	362
Post-Secondary Certificate or Diploma	35	1,605	32	724	38	880
University Degree	51	1,214	48	635	54	579

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-1

Participants in Adult Education and Training, by selected variables, Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation	Trainees	Participation	Trainees	Participation	Trainees
	Rate (%)	('000)	Rate (%)	('000)	Rate (%)	('000)
<b>ALL TRAINEES <sup>2</sup></b>	<b>27</b>	<b>5,504</b>	<b>26</b>	<b>2,581</b>	<b>28</b>	<b>2,923</b>
<b>Income</b>						
No Income	15	198	17	40 *	15	158
Under 5,000 dollars	26	501	25	130	27	371
5,000 to 9,999 dollars	19	354	18	124	19	231
10,000 to 14,999 dollars	19	320	14	99	23	221
15,000 to 19,999 dollars	25	326	17	107	32	219
20,000 to 24,999 dollars	32	439	21	141	42	298
25,000 to 29,999 dollars	38	419	27	159	51	261
30,000 to 34,999 dollars	39	421	33	227	50	194
35,000 to 39,999 dollars	45	317	38	180	58	136
40,000 to 49,999 dollars	50	576	47	399	59	177
50,000 to 59,999 dollars	53	308	51	229	61	79
60,000 to 74,999 dollars	54	214	51	174	67	39 *
75,000 or more dollars	57	169	57	138	56	30 *
Do not know / Not stated / Refused	17	942	16	432	19	510
<b>Employment Status</b>						
<b>Employed:</b>	<b>37</b>	<b>4,358</b>	<b>34</b>	<b>2,157</b>	<b>40</b>	<b>2,202</b>
Full-Time	37	3,677	34	2,005	42	1,672
Part-Time	33	681	26	152	36	530
<b>Not Employed:</b>	<b>14</b>	<b>1,146</b>	<b>12</b>	<b>424</b>	<b>15</b>	<b>721</b>
Unemployed	21	312	18	169	24	143
Not in Labour Force	12	833	10	255	13	578

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

<sup>3</sup> The total of the two categories is different from the overall total due to the possibility for a participant to be in both categories.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

Source: Statistics Canada, Adult Education and Training Survey, 1992.

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-2

Labour Force Participants (Employed and Unemployed) in Adult Education and Training,  
by selected variables, Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)
<b>ALL INDIVIDUALS IN LABOUR FORCE <sup>2 3</sup></b>	<b>35</b>	<b>4,664</b>	<b>32</b>	<b>2,326</b>	<b>39</b>	<b>2,338</b>
<b>Occupations</b>						
<b>Managerial and Professional:</b>	<b>50</b>	<b>2,068</b>	<b>47</b>	<b>978</b>	<b>53</b>	<b>1,090</b>
Managerial and Administrative	47	844	43	452	51	393
Science and Engineering	54	259	53	205	60	54
Social Science and Religion	58	165	56	67	60	98
Teaching	58	357	53	129	60	228
Medicine and Health	52	351	54	79	51	271
Artistic, Literacy and Recreation	38	92	33	46 *	44	46 *
<b>Clerical, Sales and Services:</b>	<b>32</b>	<b>1,691</b>	<b>29</b>	<b>557</b>	<b>34</b>	<b>1,133</b>
Clerical and Office Operation	38	858	35	147	39	711
Sales	30	367	30	209	29	158
Services to Community and Individuals	26	466	25	201	27	265
<b>Blue Collar:</b>	<b>23</b>	<b>906</b>	<b>24</b>	<b>790</b>	<b>20</b>	<b>115</b>
Primary	20	124	19	94	24 *	30 *
Manufacturing and Processing	25	377	26	329	17	48 *
Construction and Transportation	22	279	22	261	29 *	**
Material Handling and Other Occupations	25	125	27	106	18 *	**
<b>Employer Type</b>						
Employed in Private Sector	32	2,702	30	1,525	34	1,177
Employed in Public Sector	50	1,656	47	631	52	1,025
Unemployed	21	305	19	169	25	136

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

<sup>3</sup> The differences between totals and sub-totals are due to not-stated answers.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\*Data are not reliable enough to be released; coefficient of variation greater than 25%.

Source: Statistics Canada, Adult Education and Training Survey, 1992.

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-3

Employed Participants in Adult Education and Training, by selected variables,  
Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)
<b>ALL WORKING INDIVIDUALS <sup>2</sup></b>	<b>37</b>	<b>4,359</b>	<b>34</b>	<b>2,157</b>	<b>40</b>	<b>2,202</b>
<b>Industry</b>						
<b>Employed in Goods-Producing Industry:</b>	<b>29</b>	<b>916</b>	<b>29</b>	<b>689</b>	<b>30</b>	<b>227</b>
Agriculture	21	89	20	58	26 *	31 *
Other Primary	30	71	28	60	**	**
Manufacturing	30	537	31	404	28	134
Construction	23	122	20	91	37 *	32 *
Utilities	61	96	60	77	67	**
<b>Employed in Service-Producing Industry:</b>	<b>39</b>	<b>3,443</b>	<b>36</b>	<b>1,468</b>	<b>42</b>	<b>1,975</b>
Transportation and Communication	37	281	35	186	43	95
Trade	29	594	27	309	30	286
Finance, Insurance and Real Estate	47	380	46	142	48	238
Education, Health and Welfare	48	1,088	43	310	50	778
Business, Personal and Misc. Services	32	627	32	277	32	351
Public Administration	54	472	50	244	59	227

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\*Data are not reliable enough to be released; coefficient of variation greater than 25%.

Source: Statistics Canada, Adult Education and Training Survey, 1992.



## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-4

Participants in Job-Related Adult Education and Training, by selected variables,  
Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)	Participation Rate (%)	Trainees ( '000)
<b>ALL TRAINEES <sup>2</sup></b>	<b>20</b>	<b>4,030</b>	<b>21</b>	<b>2,109</b>	<b>19</b>	<b>1,920</b>
<b>Marital Status</b>						
Married	21	2,741	23	1,517	19	1,224
Single	22	986	20	499	24	487
Other	12	303	14	93	12	209
<b>Age Group</b>						
17-24	21	638	21	318	22	320
25-34	28	1,316	30	684	27	633
35-44	29	1,253	31	655	28	598
45-54	21	631	23	336	20	295
55+	4	192	5	117	3	75
<b>Educational Attainment</b>						
<b>High School or Less:</b>	<b>11</b>	<b>1,307</b>	<b>13</b>	<b>689</b>	<b>10</b>	<b>619</b>
0 to 8 years	2	57	3	41	**	**
Some Secondary Education	9	388	11	232	7	157
Graduated from High School	20	862	22	415	18	446
<b>Post-Secondary:</b>	<b>27</b>	<b>1,709</b>	<b>27</b>	<b>865</b>	<b>26</b>	<b>844</b>
Some Post-Secondary	26	465	26	233	25	233
Post-Secondary Certificate or Diploma	27	1,243	28	633	27	611
University Degree	42	1,014	42	555	43	458

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-4

Participants in Job-Related Adult Education and Training, by selected variables,  
Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ( <sup>1</sup> 000)	Participation Rate (%)	Trainees ( <sup>1</sup> 000)	Participation Rate (%)	Trainees ( <sup>1</sup> 000)
<b>ALL TRAINEES <sup>2</sup></b>	<b>20</b>	<b>4,030</b>	<b>21</b>	<b>2,109</b>	<b>19</b>	<b>1,920</b>
<b>Income</b>						
No Income	5	65	9 *	**	4	45 *
Under 5,000 dollars	12	226	11	59	12	166
5,000 to 9,999 dollars	11	203	11	74	11	129
10,000 to 14,999 dollars	12	202	11	78	13	124
15,000 to 19,999 dollars	18	231	13	83	22	148
20,000 to 24,999 dollars	25	339	17	112	32	227
25,000 to 29,999 dollars	31	344	23	137	40	207
30,000 to 34,999 dollars	33	362	28	197	43	165
35,000 to 39,999 dollars	39	277	34	161	49	116
40,000 to 49,999 dollars	44	505	41	347	53	157
50,000 to 59,999 dollars	48	279	46	207	56	72
60,000 to 74,999 dollars	48	191	46	157	59	34 *
75,000 or more dollars	51	153	52	126	49	26 *
Do not know / Not stated / Refused	12	655	13	352	11	304
<b>Employment Status</b>						
<b>Employed:</b>	<b>30</b>	<b>3,510</b>	<b>29</b>	<b>1,863</b>	<b>30</b>	<b>1,648</b>
Full-Time	32	3,131	30	1,772	34	1,359
Part-Time	18	379	15	91	20	288
<b>Not Employed:</b>	<b>6</b>	<b>520</b>	<b>7</b>	<b>247</b>	<b>6</b>	<b>273</b>
Unemployed	14	216	13	122	16	94
Not in Labour Force	4	304	5	125	4	179

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%.

Source: Statistics Canada, Adult Education and Training Survey, 1992.

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-5

Labour Force Participants (Employed and Unemployed) in Job-Related Adult Education and Training, by selected variables, Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)
<b>ALL INDIVIDUALS IN LABOUR FORCE</b> <sup>2 3</sup>	<b>28</b>	<b>3,722</b>	<b>27</b>	<b>1,984</b>	<b>29</b>	<b>1,738</b>
<b>Occupations</b>						
<b>Managerial and Professional:</b>	<b>43</b>	<b>1,774</b>	<b>42</b>	<b>863</b>	<b>45</b>	<b>911</b>
Managerial and Administrative	41	741	39	410	43	331
Science and Engineering	50	239	50	192	53	47 *
Social Science and Religion	48	137	46	55	50	82
Teaching	49	303	45	108	52	195
Medicine and Health	44	299	48	71	43	229
Artistic, Literacy and Recreation	22	54	19	27 *	26	28 *
<b>Clerical, Sales and Services:</b>	<b>23</b>	<b>1,219</b>	<b>24</b>	<b>461</b>	<b>22</b>	<b>758</b>
Clerical and Office Operation	28	621	30	124	27	498
Sales	22	266	25	170	18	96
Services to Community and Individuals	18	331	21	167	16	165
<b>Blue Collar:</b>	<b>19</b>	<b>729</b>	<b>20</b>	<b>661</b>	<b>12</b>	<b>68</b>
Primary	14	90	15	76	**	**
Manufacturing and Processing	21	327	23	294	12 *	33 *
Construction and Transportation	18	221	17	207	**	**
Material Handling and Other Occupations	18	91	21	84	**	**
<b>Employer Type</b>						
Employed in Private Sector	24	2,088	25	1,287	23	801
Employed in Public Sector	43	1,422	43	576	43	847
Unemployed	15	211	13	121	17	90

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

<sup>3</sup> The differences between totals and sub-totals are due to not-stated answers.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%.

Source: Statistics Canada, Adult Education and Training Survey, 1992.

## Appendix C

### STATISTICAL TABLES (cont'd)

Table C-6

Employed Participants in Job-Related Adult Education and Training, by selected variables, Canada 1991<sup>1</sup>

	Total		Male		Female	
	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)	Participation Rate (%)	Trainees ('000)
<b>ALL WORKING INDIVIDUALS <sup>2</sup></b>	<b>30</b>	<b>3,510</b>	<b>29</b>	<b>1,862</b>	<b>30</b>	<b>1,648</b>
<b>Industry</b>						
<b>Employed in Goods-Producing Industry:</b>	<b>25</b>	<b>771</b>	<b>25</b>	<b>605</b>	<b>22</b>	<b>165</b>
Agriculture	15	62	16 *	47 *	**	**
Other Primary	27	65	26	56	**	**
Manufacturing	26	456	27	353	21	103
Construction	18	96	17	76	23 *	**
Utilities	59	92	57	73	63 *	**
<b>Employed in Service-Producing Industry:</b>	<b>31</b>	<b>2,739</b>	<b>31</b>	<b>1,257</b>	<b>32</b>	<b>1,482</b>
Transportation and Communication	30	227	29	154	33	72
Trade	20	409	23	254	16	155
Finance, Insurance and Real Estate	41	334	43	135	40	200
Education, Health and Welfare	40	911	38	273	41	638
Business, Personal and Misc. Services	22	439	24	212	21	227
Public Administration	48	419	47	229	49	190

<sup>1</sup> Adult participants include all persons aged 17 years and older but exclude those still involved in their initial cycle of education.

<sup>2</sup> Data may not add due to rounding.

\* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.

\*\* Data are not reliable enough to be released; coefficient of variation greater than 25%.

Source: Statistics Canada, Adult Education and Training Survey, 1992.



## **Appendix D**

### **INDUSTRY, OCCUPATION, FIELD OF STUDY - CODING STRUCTURES**

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The following coding structures show the concordances between the coding framework used in the 1992 AETS and the classifications used by the Standards Division of Statistics Canada for Industries and Occupations. Further elaboration of the industrial classifications can be found in the Standard Industrial Classification, 1980: Statistics Canada, #12-501 E/F and for the occupational classifications in Standard Occupational Classification, 1980: Statistics Canada, # 12-565 E/F. Greater detail is also provided for the Field of Study coding structure used in the 1992 AETS. The elaborated coding structure identifies the component groups for the Major Field of Study classifications described in the text of this report. These coding structures have been included for researchers and analysts who wish to replicate, or conduct further analyses on the data from the 1992 AETS.

## INDUSTRIAL CLASSIFICATIONS

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### 1992 AETS Classifications and Codes (as in Variable IND16 )

#### Agriculture #01

#### Other Primary #02

#### Manufacturing #03

### Standard Industrial Classifications and Major Group Codes, 1980

#### Division A: Agriculture and Related Serv.

##### Major Group

01: Agricultural Industries

02: Service Industries Incidental to  
Agriculture

#### Division B: Fishing and Trapping Ind.

##### Major Group

03: Fishing and Trapping Industries

#### Division C: Logging and Forestry Ind.

##### Major Group

04: Logging Industries

05: Forestry Services Industry

#### Division D: Mining, Quarrying & Oil Well

##### Major Group

06: Mining Industries

07: Crude Petroleum and Natural Gas

08: Quarry and Sand Pit Ind.

09: Service Industries Incidental to  
Mineral Extraction

#### Division E: Manufacturing Industries

##### Major Group

10: Food Industries

11: Beverage Industries

12: Tobacco Industries

15: Rubber Product Industries

16: Plastic Products Industries

17: Leather and Allied Products Ind.

18: Primary Textile Industries

19: Textile Products Industries

24: Clothing Industries

25: Wood Industries

26: Fixture and Fixture Industries

27: Paper and Allied Products Ind.

28: Printing Publishing and Allied Ind.

29: Primary Metal Industries

30: Fabricated Metal Products  
Industries

## INDUSTRIAL CLASSIFICATIONS (Cont'd)

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### 1992 AETS Classifications and Codes (as in Variable IND16 )

#### Manufacturing #03 (cont'd)

#### Construction #04

#### Transportation #05

#### Communications #06

#### Utilities #07

### Standard Industrial Classifications and Major Group Codes, 1980

#### Major group

- 31: Machinery Industries
- 32: Transportation Equipment Industries
- 33: Electrical and Electronic Products
- 35: Non-metallic Mineral Products Ind.
- 36: Refined Petroleum and Coal Products
- 37: Chemical and Chemical Products
- 39: Other Manufacturing Industries

#### Division F: Construction Industries

##### Major Group

- 40: Building Developing and General Contracting Industries
- 41: Industrial and Heavy (Engineering) Construction Industries
- 42: Trade Contracting Industries
- 44: Service Industries Incidental to Construction

#### Division G: Transportation and Storage Industries

##### Major Group

- 45: Transportation Industries
- 46: Pipeline Transport Industries
- 47: Storage and Warehouse Industries

#### Division H: Communication and Other Utility Industries

##### Major Group

- 48: Communication Industries

#### Division H: Communication and Other Utility Industries

##### Major Group

- 49: Other Utility Industries

## INDUSTRIAL CLASSIFICATIONS (Cont'd)

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1992 AETS Classifications and Codes  
(as in Variable IND16 )

Trade #08

Standard Industrial Classifications and  
Major Group Codes, 1980

### Division I: Wholesale Trade Industries

#### Major Group

- 50: Farm Products Industries,  
Wholesale
- 51: Petroleum Products Industries,  
Wholesale
- 52: Food, Beverage, Drug, Tobacco  
Industries, Wholesale
- 53: Apparel and Dry Goods  
Industries, Wholesale
- 54: Household Goods Industries,  
Wholesale
- 55: Motor Vehicle, Parts and  
Accessories Industries,  
Wholesale
- 56: Metals, Hardware, Plumbing,  
Heating and Building Materials  
Industries, Wholesale
- 57: Machinery, Equipment and  
Supplies Industries, Wholesale
- 59: Other Products Industries,  
Wholesale

### Division J: Retail Trade Industries

#### Major Group

- 60: Food, Beverage and Drug Ind.,  
Retail
- 61: Shoe, Apparel, Fabric and Yarn  
Ind., Retail
- 62: Household Furniture, Appliances  
and Furnishings Ind., Retail
- 63: Automotive Vehicles, Parts and  
Accessories Ind., Sales and  
Service
- 64: General Retail Merchandising Ind.
- 65: Other Retail Store Industries
- 69: Non-Store Retail Industries



## **INDUSTRIAL CLASSIFICATIONS (Cont'd)**

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### **1992 AETS Classifications and Codes (as in Variable IND16 )**

#### **Finance, Insurance and Real Estate #09**

### **Standard Industrial Classifications and Major Group Codes, 1980**

#### **Division K: Finance and Insurance Industries**

##### **Major Group**

70: Deposit Accepting Intermediary  
Ind.

71: Consumer and Business  
Financing Intermediary Industries

72: Investment Intermediary  
Industries

73: Insurance Industries

74: Other Financial Intermediary Ind.

#### **Division L: Real Estate Operator and Insurance Agent Industries**

##### **Major Group**

75: Real Estate Operator Industries

76: Insurance and Real Estate Agent  
Industries

#### **Community Services #10**

#### **Division O: Educational Service Industries**

##### **Major Group**

85: Educational Service Industries

#### **Division P: Health and Social Service Industries**

##### **Major Group**

86: Health and Social Service  
Industries

#### **Division R: Other Service Industries**

##### **Major Group**

96: Amusement and Recreational  
Service Industries

**INDUSTRIAL CLASSIFICATIONS (Cont'd)**

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**1992 AETS Classifications and Codes  
(as in Variable IND16 )**

**Standard Industrial Classifications and  
Major Group Codes, 1980**

**Business, Personal Services #11**

**Division M: Business Service Industries**  
Major Group  
77: Business Service Industries

**Division Q: Accommodation, Food and  
Beverage Service Industries**  
Major Group  
91: Accommodation Service  
Industries  
92: Food and Beverage Service  
Industries

**Division R: Other Service Industries**  
Major Group  
97: Personal and Household Service  
Industries

**Miscellaneous Services #12**

**Division R: Other Service Industries**  
Major Group  
98: Membership Organization  
Industries  
99: Other Service Industries

**Public Administration #13**

**Division N: Government Service  
Industries**  
Major Group  
81: Federal Government Service Ind.  
82: Provincial and Territorial  
Government Service Ind.  
83: Local Government Service Ind.  
84: International and Extra- Territorial  
Government Service Industries

## OCCUPATIONAL CLASSIFICATIONS

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### 1992 AETS Classifications and Codes (Variable FO5Q75)

#### Managerial and Professional #01-16

### Standard Occupational Classifications and Major Group codes, 1980

11: Managerial, Administrative and Related Occupations  
21: Natural Sciences, Engineering and Mathematics  
23: Social Sciences and Related Fields  
25: Religion  
27: Teaching and Related Occupations  
31: Medicine and Health  
33: Artistic, Literary and Recreational

#### Clerical, Sales and Services #17-28

41: Clerical and Related Occupations  
51: Sales Occupations  
61: Service Occupations

#### Blue Collar

#### Primary #29- 33

71: Farming, Horticulture and Animal Husbandry  
73: Fishing, Trapping and Related Occupations  
75: Forestry and Logging Occupations  
77: Mining and Quarrying

#### Manufacturing #34- 42

81/82: Processing Occupations  
83: Machining Occupations  
85: Product Fabrication, Assembling and Repairing Occupations

#### Construction and Transportation #43- 47

87: Construction Trades Occupations  
91: Transport Equipment Operation

#### Material Handling #48- 49

93: Material Handling  
95: Other Crafts and Equipment Operating Occupations

## FIELD OF STUDY CLASSIFICATIONS

### 1992 AETS Field of Study Classifications and Codes

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#### **Educational Recreational and Counselling Services**

- 001 Education-General
- 002 Elementary-Primary
- 003 Secondary
- 004 Special Education
- 005 Non-teaching/ Counselling  
Personal Dev.
- 006 Physical Ed., Health and Recreation
- 007 Other Education

#### **Fine and Applied Arts**

- 008 Fine Arts
- 009 Music
- 010 Other Performing Arts
- 011 Arts-Commercial/Promo/  
Graphics/Audio-Visual
- 012 Creative and Design Arts
- 013 Other Applied Arts

#### **Humanities and Related Fields**

- 014 Classics, Classical and Dead  
Languages
- 015 History
- 016 Library Records Sciences
- 017 Mass Media Studies
- 018 English, French & Other Languages  
and Literature
- 019 Philosophy
- 020 Religious Studies
- 021 Other Humanities and Related  
Fields

#### **Social Sciences and Related Fields**

- 022 Anthropology and Archeology
- 024 Area Studies (Non Languages  
or Literature)
- 025 Economics
- 026 Geography
- 027 Law and Jurisprudence
- 028 Man/Environment Studies
- 029 Political Science
- 030 Psychology
- 031 Sociology
- 032 Social Work and Social Services
- 034 War and Military/Other Social  
Sciences

#### **Commerce, Management and Business Administration**

- 035 Business and Commerce
- 036 Financial Management
- 037 Industrial Management and  
Administration
- 038 Institutional Management and  
Administration
- 039 Marketing, Merchandising, Retailing  
and Sales
- 040 Secretarial Science- General Fields

#### **Agricultural and Biological Sciences and Technologies**

- 041 Agricultural Science and  
Technology
- 042 Animal Science Technologies
- 043 Biochemistry, Biology and  
Biophysics
- 044 Botany
- 045 Household Science and Related  
Fields
- 047 Veterinary Science/Medicine and  
Zoology
- 048 Other Agricultural and Biological  
Sciences and Technologies



## FIELD OF STUDY CLASSIFICATIONS (Cont'd)

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### Engineering and Applied Sciences

- 049 Architecture and Architectural Engineering
- 051 Biological and Chemical Engineering
- 052 Civil Engineering
- 054 Electrical and Electronic Engineering
- 056 Aeronautical/Mechanical/ Industrial Engineering
- 057 Mining, Metallurgical, Petroleum Engineering
- 058 Resources and Environment Engineering
- 059 Systems/Engineering Science/ Engineering not coded elsewhere
- 060 Forestry
- 061 Landscape Architecture

### Engineering and Applied Science Technologies and Trades

- 062 Architectural Technology
- 063 Chemical Technology
- 064 Building Technologies
- 065 Data Processing and Computer Science Technologies
- 066 Electronic and Electrical Technologies
- 067 Environmental and Conservation Technologies
- 068 General and Civil Technologies
- 069 Industrial Engineering Technologies
- 070 Mechanical Engineering Technologies
- 071 Primary Industries/ Resource Processing Technology
- 072 Transportation Technologies
- 073 Other Engineering/Applied Science Technologies

### Health Professions, Sciences and Technologies

- 074 Dentistry
- 075 Medicine-General and Basic Medical Science
- 076 Medical Specializations (Non-surgical)
- 077 Paraclinical Sciences
- 078 Surgery and Surgery Specializations
- 079 Nursing and Nursing Assistance
- 080 Optometry
- 081 Pharmacy and Pharmaceutical Sciences
- 082 Public Health
- 083 Rehabilitation Medicine
- 084 Medical Lab and Diagnostic Technology and Treatment Technologies
- 086 Medical Equipment and Prosthetics and Other Health Professions, Sciences and Technologies

### Mathematics and Physical Sciences

- 088 Applied Mathematics
- 089 Chemistry
- 090 Geology and Related Fields
- 091 Actuarial Math/Mathematical Statistics and Math
- 094 Oceanography and Marine Sciences
- 095 Physics
- 096 Metallurgy and Meteorology and General Sciences

## FIELD OF STUDY CLASSIFICATIONS (Cont'd)

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<b>All other n.e.c., No specialization, etc.</b>	097
<b>Upgrading</b>	098
<b>Personal Development:</b>	099
Personal Development-General	
Home and Family	
Consumer Finance	
Coping Skills	
Communications Skills	
Religion and Morals	
Public Affairs	
Driver Instruction	
<b>Recreational Activity:</b>	100
Sports and Outdoor Recreation	
Physical Fitness (aerobics, etc.)	
Games (bridge, chess, etc.)	
<b>Do Not Know</b>	998
<b>Not Stated</b>	999







**Adult Education and Training Survey****F 06**

Confidential when completed

Collected under the authority of the Statistics Act, Revised Statutes of Canada, 1985 Chapter S19

AFFIX LABEL HERE

1										2						3	0	1	9	2
Docket No										Sequence No					Survey Date					
4										5						Assignment				
HRD page line No																				
6										-							Telephone No			
7																				
Given Name																				
8																				
Surname																				
9																				
Language															Age					

**10. Completion status:**

- Completed ☐
- Partially Completed ☐
- Non-response to LFS ☐
- Other ☐

**11. Record of calls/appointments:**

Date Notes

- |   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

**INTERVIEWER CHECK ITEM:****12. Has there been any change in household members 17 years of age or over?**

- Yes ☐ Go to 13
- No ☐ Go to 14

**13. List ages of all household members 17 or over from oldest to youngest.**

Refer to selection grid and mark an "X" beside selected respondent.

- |    |  |                       |
|----|--|-----------------------|
| 1. |  | <input type="radio"/> |
| 2. |  | <input type="radio"/> |
| 3. |  | <input type="radio"/> |
| 4. |  | <input type="radio"/> |
| 5. |  | <input type="radio"/> |
| 6. |  | <input type="radio"/> |
| 7. |  | <input type="radio"/> |
| 8. |  | <input type="radio"/> |
| 9. |  | <input type="radio"/> |

COMPLETE ITEMS 1 TO 9 AND GO TO 14

**14. For this month's supplementary survey, the person selected for the interview is ..... Is he/she there?**

- Yes ☐ Go to 15
- No ☐ Set up appointment and record in 11

**15. Hello! I'm ... from Statistics Canada. We are conducting a survey for Employment and Immigration Canada about education and training: Although the survey is voluntary, your participation is important if the results of the survey are to be accurate. Your answers will be kept confidential under the Statistics Act.**

**SECTION A. SCREENING QUESTIONS**

16. During the past 12 months, that is, since January 1991, did you receive any training or education including courses, private lessons, correspondence courses, workshops, on-the-job training, apprenticeship training, arts, crafts, recreation courses, or any other training or education?

Yes <sup>1</sup> ☐ Go to 17No <sup>2</sup> ☐ Go to 21**INTERVIEWER CHECK ITEMS:**

(Age and employment status)

**17. Form 03**

Is age in item 33, 70 or over?

Yes ☐ Go to 67No ☐ Go to 18**21. Form 03**

Is age in item 33, 70 or over?

Yes ☐ Go to 120No ☐ Go to 22**18. Form 05**

Is year in item 51 equal to 1991 or 1992?

Yes ☐ Go to 24No ☐ Go to 19**22. Form 05**

Is year in item 51 equal to 1991 or 1992?

Yes ☐ Go to 113No ☐ Go to 22a**19. Form 05**

Is year in item 51 blank?

Yes ☐ Go to 20No ☐ Go to 67**22a. Form 05**

Is year in item 51 blank?

Yes ☐ Go to 23No ☐ Go to 120**20. Form 05**

Is year in item 73 blank?

Yes ☐ Go to 67No ☐ Go to 25**23. Form 05**

Is year in item 73 blank?

Yes ☐ Go to 120No ☐ Go to 113

24. Did you have a job or business while taking this training or education?

Yes <sup>3</sup> ☐No <sup>4</sup> ☐ Go to 67

*If the respondent is self-employed, substitute the word "business" for employer.*

25. Did your employer support any of this training or education? By this I mean did the employer provide the training, pay for courses or transportation, give time-off or give support in any other way?

Yes <sup>5</sup> ☐No <sup>6</sup> ☐ Go to 61







	<div>Program 1</div> <div>Elementary high school diploma</div>
31. Since January 1991, did you take any of this employer-supported training or education on a full-time basis?	Yes <input type="radio"/> 1 No <input type="radio"/> 2    Go to 34
32. For how many weeks did you take this training or education on a full-time basis?	<div><input type="text"/></div> <div><input type="text"/></div> Weeks
33. How many hours per week was it?	<div><input type="text"/></div> <div><input type="text"/></div> Hours
34. Did you take any of this training or education on a part-time basis?	Yes <input type="radio"/> 3 No <input type="radio"/> 4    Go to 37
35. For how many weeks did you take this training or education on a part-time basis?	<div><input type="text"/></div> <div><input type="text"/></div> Weeks
36. How many hours per week was it?	<div><input type="text"/></div> <div><input type="text"/></div> Hours
37. To what extent are you using the skills or knowledge acquired in this training or education at work? <i>(Read categories)</i>	To a great extent <input type="radio"/> 5 Somewhat <input type="radio"/> 6 Very little <input type="radio"/> 7 Not at all <input type="radio"/> 8
38. Did your employer suggest this training?	Yes <input type="radio"/> 1    Go to 40 No <input type="radio"/> 2
39. Who initiated this training? <i>(Read categories)</i>	You or other employees requested it <input type="radio"/> 3 Written in collective agreement <input type="radio"/> 4 Union recommended or provided it <input type="radio"/> 5 Legal or professional requirement <input type="radio"/> 6 Other <input type="radio"/> 7 Don't know <input type="radio"/> 8
40. Since January 1991, did you receive a degree, diploma or certificate for this training?	Yes <input type="radio"/> 1 Go to 27 and repeat for next program taken in 26. If no other program in 26, Go to 43. No <input type="radio"/> 2
41. Are you still taking this training or education?	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 27 and repeat for next program taken in 26. If no other program in 26, Go to 43.

Program 2	Program 3	Program 4	Program 5
Apprenticeship certificate	Trade-vocational diploma/certificate	College diploma/certificate	University degree diploma/certificate
Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 34	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 34	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 34	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 34
<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks
<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours
Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 37	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 37	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 37	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 37
<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks	<input type="text"/> <input type="text"/> Weeks
<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours
To a great extent <sup>5</sup> <input type="radio"/> Somewhat <sup>6</sup> <input type="radio"/> Very little <sup>7</sup> <input type="radio"/> Not at all <sup>8</sup> <input type="radio"/>	To a great extent <sup>5</sup> <input type="radio"/> Somewhat <sup>6</sup> <input type="radio"/> Very little <sup>7</sup> <input type="radio"/> Not at all <sup>8</sup> <input type="radio"/>	To a great extent <sup>5</sup> <input type="radio"/> Somewhat <sup>6</sup> <input type="radio"/> Very little <sup>7</sup> <input type="radio"/> Not at all <sup>8</sup> <input type="radio"/>	To a great extent <sup>5</sup> <input type="radio"/> Somewhat <sup>6</sup> <input type="radio"/> Very little <sup>7</sup> <input type="radio"/> Not at all <sup>8</sup> <input type="radio"/>
Yes <sup>1</sup> <input type="radio"/> Go to 40 No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 40 No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 40 No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 40 No <sup>2</sup> <input type="radio"/>
You or other employees requested it <sup>3</sup> <input type="radio"/> Written in collective agreement <sup>4</sup> <input type="radio"/> Union recommended or provided it <sup>5</sup> <input type="radio"/> Legal or professional requirement <sup>6</sup> <input type="radio"/> Other <sup>7</sup> <input type="radio"/> Don't know <sup>8</sup> <input type="radio"/>	You or other employees requested it <sup>3</sup> <input type="radio"/> Written in collective agreement <sup>4</sup> <input type="radio"/> Union recommended or provided it <sup>5</sup> <input type="radio"/> Legal or professional requirement <sup>6</sup> <input type="radio"/> Other <sup>7</sup> <input type="radio"/> Don't know <sup>8</sup> <input type="radio"/>	You or other employees requested it <sup>3</sup> <input type="radio"/> Written in collective agreement <sup>4</sup> <input type="radio"/> Union recommended or provided it <sup>5</sup> <input type="radio"/> Legal or professional requirement <sup>6</sup> <input type="radio"/> Other <sup>7</sup> <input type="radio"/> Don't know <sup>8</sup> <input type="radio"/>	You or other employees requested it <sup>3</sup> <input type="radio"/> Written in collective agreement <sup>4</sup> <input type="radio"/> Union recommended or provided it <sup>5</sup> <input type="radio"/> Legal or professional requirement <sup>6</sup> <input type="radio"/> Other <sup>7</sup> <input type="radio"/> Don't know <sup>8</sup> <input type="radio"/>
Yes <sup>1</sup> <input type="radio"/> Go to 27 and repeat for next program taken in 26. If no other program in 26, Go to 43. No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 27 and repeat for next program taken in 26. If no other program in 26, Go to 43. No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 27 and repeat for next program taken in 26. If no other program in 26, Go to 43. No <sup>2</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/> Go to 43 No <sup>2</sup> <input type="radio"/>
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SECTION C. EMPLOYER-RELATED TRAINING COURSES	Course 1																								
42. Was this employer-supported training given as courses, workshops, seminars or tutorials?	Yes <sup>1</sup> <input type="radio"/> Go to 44 No <sup>2</sup> <input type="radio"/> Go to 59																								
43. Since January 1991, did you take any other courses, workshops, seminars or tutorials that were supported by your employer and were not part of the program(s) we just discussed?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 60																								
44. What were the major subjects or fields of study of this training or education? <i>(Record each subject separately in course 1 through 5 and complete items 45 to 58.)</i>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>																								
45. Did your employer support .. (read subject from 44) by ..	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>paying for fees or tuition?</td> <td><sup>01</sup> <input type="radio"/></td> <td><sup>02</sup> <input type="radio"/></td> </tr> <tr> <td>paying for course materials?</td> <td><sup>03</sup> <input type="radio"/></td> <td><sup>04</sup> <input type="radio"/></td> </tr> <tr> <td>providing time-off or educational leave?</td> <td><sup>05</sup> <input type="radio"/></td> <td><sup>06</sup> <input type="radio"/></td> </tr> <tr> <td>providing premises or supplies?</td> <td><sup>07</sup> <input type="radio"/></td> <td><sup>08</sup> <input type="radio"/></td> </tr> <tr> <td>providing transportation or accommodation?</td> <td><sup>09</sup> <input type="radio"/></td> <td><sup>10</sup> <input type="radio"/></td> </tr> <tr> <td>giving the training?</td> <td><sup>11</sup> <input type="radio"/></td> <td><sup>12</sup> <input type="radio"/></td> </tr> <tr> <td>providing any other support?</td> <td><sup>13</sup> <input type="radio"/></td> <td><sup>14</sup> <input type="radio"/></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>If "YES" to any of the above complete items 46 to 58. <sup>1</sup> <input type="radio"/></p> <p>If "NO" to all of the above, Go to 45 and repeat for next subject taken in 44. <sup>2</sup> <input type="radio"/></p> <p>If no other subject taken, Go to 60.</p> </div>		Yes	No	paying for fees or tuition?	<sup>01</sup> <input type="radio"/>	<sup>02</sup> <input type="radio"/>	paying for course materials?	<sup>03</sup> <input type="radio"/>	<sup>04</sup> <input type="radio"/>	providing time-off or educational leave?	<sup>05</sup> <input type="radio"/>	<sup>06</sup> <input type="radio"/>	providing premises or supplies?	<sup>07</sup> <input type="radio"/>	<sup>08</sup> <input type="radio"/>	providing transportation or accommodation?	<sup>09</sup> <input type="radio"/>	<sup>10</sup> <input type="radio"/>	giving the training?	<sup>11</sup> <input type="radio"/>	<sup>12</sup> <input type="radio"/>	providing any other support?	<sup>13</sup> <input type="radio"/>	<sup>14</sup> <input type="radio"/>
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providing any other support?	<sup>13</sup> <input type="radio"/>	<sup>14</sup> <input type="radio"/>																							
46. Other than the employer, who paid for this training or education?	<i>(Mark all that apply)</i> <table border="0"> <tbody> <tr> <td>Self / family</td> <td><sup>1</sup> <input type="radio"/></td> </tr> <tr> <td>Government</td> <td><sup>2</sup> <input type="radio"/></td> </tr> <tr> <td>Other</td> <td><sup>3</sup> <input type="radio"/></td> </tr> <tr> <td>No one else</td> <td><sup>4</sup> <input type="radio"/></td> </tr> <tr> <td>No fees</td> <td><sup>5</sup> <input type="radio"/></td> </tr> <tr> <td>Don't know</td> <td><sup>6</sup> <input type="radio"/></td> </tr> </tbody> </table>	Self / family	<sup>1</sup> <input type="radio"/>	Government	<sup>2</sup> <input type="radio"/>	Other	<sup>3</sup> <input type="radio"/>	No one else	<sup>4</sup> <input type="radio"/>	No fees	<sup>5</sup> <input type="radio"/>	Don't know	<sup>6</sup> <input type="radio"/>												
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Don't know	<sup>6</sup> <input type="radio"/>																								
47. Where did you take this training or education? Was it at ..	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>your place of work?</td> <td><sup>01</sup> <input type="radio"/></td> <td><sup>02</sup> <input type="radio"/></td> </tr> <tr> <td>a training centre?</td> <td><sup>03</sup> <input type="radio"/></td> <td><sup>04</sup> <input type="radio"/></td> </tr> <tr> <td>a university?</td> <td><sup>05</sup> <input type="radio"/></td> <td><sup>06</sup> <input type="radio"/></td> </tr> <tr> <td>a college?</td> <td><sup>07</sup> <input type="radio"/></td> <td><sup>08</sup> <input type="radio"/></td> </tr> <tr> <td>a high school/ elementary school?</td> <td><sup>09</sup> <input type="radio"/></td> <td><sup>10</sup> <input type="radio"/></td> </tr> <tr> <td>a business/ commercial school?</td> <td><sup>11</sup> <input type="radio"/></td> <td><sup>12</sup> <input type="radio"/></td> </tr> <tr> <td>elsewhere?</td> <td><sup>13</sup> <input type="radio"/></td> <td><sup>14</sup> <input type="radio"/></td> </tr> </tbody> </table>		Yes	No	your place of work?	<sup>01</sup> <input type="radio"/>	<sup>02</sup> <input type="radio"/>	a training centre?	<sup>03</sup> <input type="radio"/>	<sup>04</sup> <input type="radio"/>	a university?	<sup>05</sup> <input type="radio"/>	<sup>06</sup> <input type="radio"/>	a college?	<sup>07</sup> <input type="radio"/>	<sup>08</sup> <input type="radio"/>	a high school/ elementary school?	<sup>09</sup> <input type="radio"/>	<sup>10</sup> <input type="radio"/>	a business/ commercial school?	<sup>11</sup> <input type="radio"/>	<sup>12</sup> <input type="radio"/>	elsewhere?	<sup>13</sup> <input type="radio"/>	<sup>14</sup> <input type="radio"/>
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Course 2	Course 3	Course 4	Course 5
<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>
<div> <div>Yes</div> <div>No</div> </div> <p>paying for fees or tuition? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>paying for course materials? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>providing time-off or educational leave? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>providing premises or supplies? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>providing transportation or accommodation? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>giving the training? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>providing any other support? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>paying for fees or tuition? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>paying for course materials? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>providing time-off or educational leave? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>providing premises or supplies? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>providing transportation or accommodation? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>giving the training? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>providing any other support? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>paying for fees or tuition? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>paying for course materials? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>providing time-off or educational leave? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>providing premises or supplies? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>providing transportation or accommodation? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>giving the training? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>providing any other support? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>paying for fees or tuition? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>paying for course materials? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>providing time-off or educational leave? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>providing premises or supplies? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>providing transportation or accommodation? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>giving the training? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>providing any other support? 13 <input type="radio"/> 14 <input type="radio"/></p>
<p>If "YES" to any of the above complete items 46 to 58. 1 <input type="radio"/></p> <p>If "NO" to all of the above, Go to 45 and repeat for next subject taken in 44. 2 <input type="radio"/></p> <p>If no other subject taken, Go to 60.</p>	<p>If "YES" to any of the above complete items 46 to 58. 1 <input type="radio"/></p> <p>If "NO" to all of the above, Go to 45 and repeat for next subject taken in 44. 2 <input type="radio"/></p> <p>If no other subject taken, Go to 60.</p>	<p>If "YES" to any of the above complete items 46 to 58. 1 <input type="radio"/></p> <p>If "NO" to all of the above, Go to 45 and repeat for next subject taken in 44. 2 <input type="radio"/></p> <p>If no other subject taken, Go to 60.</p>	<p>If "YES" to any of the above complete items 46 to 58. 1 <input type="radio"/></p> <p>If "NO" to all of the above, Go to 60. 2 <input type="radio"/></p>
(Mark all that apply)	(Mark all that apply)	(Mark all that apply)	(Mark all that apply)
<p>Self / family 1 <input type="radio"/></p> <p>Government 2 <input type="radio"/></p> <p>Other 3 <input type="radio"/></p> <p>No one else 4 <input type="radio"/></p> <p>No fees 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>	<p>Self / family 1 <input type="radio"/></p> <p>Government 2 <input type="radio"/></p> <p>Other 3 <input type="radio"/></p> <p>No one else 4 <input type="radio"/></p> <p>No fees 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>	<p>Self / family 1 <input type="radio"/></p> <p>Government 2 <input type="radio"/></p> <p>Other 3 <input type="radio"/></p> <p>No one else 4 <input type="radio"/></p> <p>No fees 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>	<p>Self / family 1 <input type="radio"/></p> <p>Government 2 <input type="radio"/></p> <p>Other 3 <input type="radio"/></p> <p>No one else 4 <input type="radio"/></p> <p>No fees 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>
<div> <div>Yes</div> <div>No</div> </div> <p>your place of work? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>a training centre? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>a university? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>a college? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>a high school/ elementary school? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>a business/ commercial school? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>elsewhere? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>your place of work? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>a training centre? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>a university? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>a college? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>a high school/ elementary school? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>a business/ commercial school? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>elsewhere? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>your place of work? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>a training centre? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>a university? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>a college? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>a high school/ elementary school? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>a business/ commercial school? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>elsewhere? 13 <input type="radio"/> 14 <input type="radio"/></p>	<div> <div>Yes</div> <div>No</div> </div> <p>your place of work? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>a training centre? 03 <input type="radio"/> 04 <input type="radio"/></p> <p>a university? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>a college? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>a high school/ elementary school? 09 <input type="radio"/> 10 <input type="radio"/></p> <p>a business/ commercial school? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>elsewhere? 13 <input type="radio"/> 14 <input type="radio"/></p>



	Course 1
48. Was this training or education given by ..	<div> <div>an educational institution?</div> <div> <div>Yes</div> <div>No</div> </div> <div> <div>1 <input type="radio"/></div> <div>2 <input type="radio"/></div> </div> </div> <div> <div>employees of your company?</div> <div> <div>3 <input type="radio"/></div> <div>4 <input type="radio"/></div> </div> </div> <div> <div>consultants?</div> <div> <div>5 <input type="radio"/></div> <div>6 <input type="radio"/></div> </div> </div> <div> <div>someone else?</div> <div> <div>7 <input type="radio"/></div> <div>8 <input type="radio"/></div> </div> </div>
49. Was this training or education taken ..	<div> <div>through classroom instruction?</div> <div> <div>Yes</div> <div>No</div> </div> <div> <div>01 <input type="radio"/></div> <div>02 <input type="radio"/></div> </div> </div> <div> <div>through apprenticeship, articling, or internship training?</div> <div> <div>03 <input type="radio"/></div> <div>04 <input type="radio"/></div> </div> </div> <div> <div>using a computer as a teaching tool?</div> <div> <div>05 <input type="radio"/></div> <div>06 <input type="radio"/></div> </div> </div> <div> <div>through distance education (such as correspondence or television)?</div> <div> <div>07 <input type="radio"/></div> <div>08 <input type="radio"/></div> </div> </div> <div> <div>through other methods?</div> <div> <div>09 <input type="radio"/></div> <div>10 <input type="radio"/></div> </div> </div>
50. Since January 1991, did you take any of this training or education for <u>6 or more</u> hours a day?	<div>Yes 1 <input type="radio"/></div> <div>No 2 <input type="radio"/> Go to 52</div>
51. For how many days did you take this training or education?	<div> <div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> </div> <div>Days</div> </div>
52. Did you take any of this training or education for <u>less than 6 hours</u> a day?	<div>Yes 3 <input type="radio"/></div> <div>No 4 <input type="radio"/> Go to 54</div>
53. How many hours of training was this?	<div> <div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> </div> <div>Hours</div> </div>
54. To what extent are you using the skills or knowledge acquired in this training or education at work? (Read categories)	<div>To a great extent 5 <input type="radio"/></div> <div>Somewhat 6 <input type="radio"/></div> <div>Very little 7 <input type="radio"/></div> <div>Not at all 8 <input type="radio"/></div>
55. Did your employer suggest this training?	<div>Yes 1 <input type="radio"/> Go to 57</div> <div>No 2 <input type="radio"/></div>
56. Who initiated this training? (Read categories)	<div>You or other employees requested it 9 <input type="radio"/></div> <div>Written in collective agreement 4 <input type="radio"/></div> <div>Union recommended or provided it 5 <input type="radio"/></div> <div>Legal or professional requirement 6 <input type="radio"/></div> <div>Other 7 <input type="radio"/></div> <div>Don't know 8 <input type="radio"/></div>
57. Did you complete this training?	<div>Yes 1 <input type="radio"/></div> <div>Go to 45 and repeat for next subject taken in 44.</div> <div>If no other subject taken, Go to 60.</div> <div>No 2 <input type="radio"/></div>
58. Are you still taking this training?	<div>Yes 3 <input type="radio"/></div> <div>No 4 <input type="radio"/></div> <div>Go to 45 and repeat for next subject taken in 44.</div> <div>If no other subject taken, Go to 60.</div>

Course 2		Course 3		Course 4		Course 5	
an educational institution?	Yes <input type="radio"/> 1 No <input type="radio"/> 2	an educational institution?	Yes <input type="radio"/> 1 No <input type="radio"/> 2	an educational institution?	Yes <input type="radio"/> 1 No <input type="radio"/> 2	an educational institution?	Yes <input type="radio"/> 1 No <input type="radio"/> 2
employees of your company?	<input type="radio"/> 3 <input type="radio"/> 4	employees of your company?	<input type="radio"/> 3 <input type="radio"/> 4	employees of your company?	<input type="radio"/> 3 <input type="radio"/> 4	employees of your company?	<input type="radio"/> 3 <input type="radio"/> 4
consultants?	<input type="radio"/> 5 <input type="radio"/> 6	consultants?	<input type="radio"/> 5 <input type="radio"/> 6	consultants?	<input type="radio"/> 5 <input type="radio"/> 6	consultants?	<input type="radio"/> 5 <input type="radio"/> 6
someone else?	<input type="radio"/> 7 <input type="radio"/> 8	someone else?	<input type="radio"/> 7 <input type="radio"/> 8	someone else?	<input type="radio"/> 7 <input type="radio"/> 8	someone else?	<input type="radio"/> 7 <input type="radio"/> 8
through classroom instruction?	Yes <input type="radio"/> 01 No <input type="radio"/> 02	through classroom instruction?	Yes <input type="radio"/> 01 No <input type="radio"/> 02	through classroom instruction?	Yes <input type="radio"/> 01 No <input type="radio"/> 02	through classroom instruction?	Yes <input type="radio"/> 01 No <input type="radio"/> 02
through apprenticeship, articling, or internship training?	<input type="radio"/> 03 <input type="radio"/> 04	through apprenticeship, articling, or internship training?	<input type="radio"/> 03 <input type="radio"/> 04	through apprenticeship, articling, or internship training?	<input type="radio"/> 03 <input type="radio"/> 04	through apprenticeship, articling, or internship training?	<input type="radio"/> 03 <input type="radio"/> 04
using a computer as a teaching tool?	<input type="radio"/> 05 <input type="radio"/> 06	using a computer as a teaching tool?	<input type="radio"/> 05 <input type="radio"/> 06	using a computer as a teaching tool?	<input type="radio"/> 05 <input type="radio"/> 06	using a computer as a teaching tool?	<input type="radio"/> 05 <input type="radio"/> 06
through distance education (such as correspondence or television)?	<input type="radio"/> 07 <input type="radio"/> 08	through distance education (such as correspondence or television)?	<input type="radio"/> 07 <input type="radio"/> 08	through distance education (such as correspondence or television)?	<input type="radio"/> 07 <input type="radio"/> 08	through distance education (such as correspondence or television)?	<input type="radio"/> 07 <input type="radio"/> 08
through other methods?	<input type="radio"/> 09 <input type="radio"/> 10	through other methods?	<input type="radio"/> 09 <input type="radio"/> 10	through other methods?	<input type="radio"/> 09 <input type="radio"/> 10	through other methods?	<input type="radio"/> 09 <input type="radio"/> 10
Yes <input type="radio"/> 1	No <input type="radio"/> 2 Go to 52	Yes <input type="radio"/> 1	No <input type="radio"/> 2 Go to 52	Yes <input type="radio"/> 1	No <input type="radio"/> 2 Go to 52	Yes <input type="radio"/> 1	No <input type="radio"/> 2 Go to 52
<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days	<input type="text"/> Days
Yes <input type="radio"/> 3	No <input type="radio"/> 4 Go to 54	Yes <input type="radio"/> 3	No <input type="radio"/> 4 Go to 54	Yes <input type="radio"/> 3	No <input type="radio"/> 4 Go to 54	Yes <input type="radio"/> 3	No <input type="radio"/> 4 Go to 54
<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours
To a great extent <input type="radio"/> 5	Somewhat <input type="radio"/> 6	To a great extent <input type="radio"/> 5	Somewhat <input type="radio"/> 6	To a great extent <input type="radio"/> 5	Somewhat <input type="radio"/> 6	To a great extent <input type="radio"/> 5	Somewhat <input type="radio"/> 6
Very little <input type="radio"/> 7	Not at all <input type="radio"/> 8	Very little <input type="radio"/> 7	Not at all <input type="radio"/> 8	Very little <input type="radio"/> 7	Not at all <input type="radio"/> 8	Very little <input type="radio"/> 7	Not at all <input type="radio"/> 8
Yes <input type="radio"/> 1 Go to 57	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 57	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 57	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 57	No <input type="radio"/> 2
You or other employees requested it <input type="radio"/> 3	Written in collective agreement <input type="radio"/> 4	You or other employees requested it <input type="radio"/> 3	Written in collective agreement <input type="radio"/> 4	You or other employees requested it <input type="radio"/> 3	Written in collective agreement <input type="radio"/> 4	You or other employees requested it <input type="radio"/> 3	Written in collective agreement <input type="radio"/> 4
Union recommended or provided it <input type="radio"/> 5	Legal or professional requirement <input type="radio"/> 6	Union recommended or provided it <input type="radio"/> 5	Legal or professional requirement <input type="radio"/> 6	Union recommended or provided it <input type="radio"/> 5	Legal or professional requirement <input type="radio"/> 6	Union recommended or provided it <input type="radio"/> 5	Legal or professional requirement <input type="radio"/> 6
Other <input type="radio"/> 7	Don't know <input type="radio"/> 8	Other <input type="radio"/> 7	Don't know <input type="radio"/> 8	Other <input type="radio"/> 7	Don't know <input type="radio"/> 8	Other <input type="radio"/> 7	Don't know <input type="radio"/> 8
Yes <input type="radio"/> 1 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	No <input type="radio"/> 2	Yes <input type="radio"/> 1 Go to 60 No <input type="radio"/> 2	No <input type="radio"/> 2
Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 45 and repeat for next subject taken in 44. If no other subject taken, Go to 60.	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 60	Yes <input type="radio"/> 3 No <input type="radio"/> 4 Go to 60

## SECTION D. EMPLOYER-RELATED ON-THE-JOB TRAINING

59. Was this employer-supported training given as hands-on or on-the-job training? This includes time spent learning new tasks or upgrading skills during normal working hours.

Yes <sup>1</sup> ☐ Go to 62

No <sup>2</sup>○ Go to 66

60. Since January 1991, did you receive any hands-on or on-the-job training not previously mentioned? This includes time spent learning new tasks or upgrading skills during normal working hours.

Yes <sup>3</sup> ☐ Go to 62

No <sup>4</sup>○ Go to 66

61. Since January 1991, did you receive any hands-on or on-the-job training? This includes time spent learning new tasks or upgrading skills during normal working hours.

Yes <sup>1</sup> ☐

No <sup>2</sup>○ Go to 66

62. Usually, who initiated this training?

(Read categories) (Mark all that apply)

3 ☐ Yourself/other employees

**Your supervisor** 10

Legal or professional requirement 5 ○

Recommended by union/written in collective agreement 6 ○Other ☐

63. Usually, who gave this hands-on or on-the-job training? Was it given by ..

(Mark all that apply)

a supervisor/co-worker? ☐

self-taught? 2 ○

a company trainer? 3 ○

an outside trainer? 4 ○

someone else? (specify) 5 ○

A horizontal number line with 11 tick marks, labeled from 0 to 10. The line is drawn with a solid horizontal line and vertical tick marks at each integer position. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are written below the corresponding tick marks.

64. During the past 12 months, how often did you receive on-the-job training? Was it ..

regularly? <sup>6</sup> ☐

occasionally? <sup>7</sup>○

rarely? 80

not applicable <sup>9</sup> ○

65. In order to do your current job effectively, do you feel the on-the-job training you received was ..

very adequate? ☐

adequate? <sup>2</sup> ○

somewhat adequate? <sup>3</sup> ☐

not adequate? 4 ☐

not applicable <sup>5</sup> ○

SECTION E. NON-EMPLOYER TRAINING PROGRAMS	Program 1																																																																																
<p>66. The next few questions are about any training or education that was not supported by any employer.</p> <p>Since January 1991, did you take any training or education that was not supported by your employer?</p>	<p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to 97</p>																																																																																
<p>67. Were you taking this training or education towards ..</p> <p>(Read each category)</p>	<p>an elementary or high school diploma?</p> <p>Yes 3 <input type="radio"/></p> <p>No 4 <input type="radio"/></p> <p>→</p>																																																																																
<p>68. What was the major subject or field of study of your .. (read the item for which "YES" is marked in 67 and complete items 69 to 80)?</p>	<table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																
<p>69. Was this training or education taken ..</p>	<p>Yes No</p> <p>through classroom instruction? 01 <input type="radio"/> 02 <input type="radio"/></p> <p>using a computer as a teaching tool? 05 <input type="radio"/> 06 <input type="radio"/></p> <p>through distance education (such as correspondence or television)? 07 <input type="radio"/> 08 <input type="radio"/></p> <p>through other methods? 09 <input type="radio"/> 10 <input type="radio"/></p>																																																																																
<p>70. Since January 1991, did you take any of this training or education on a full-time basis?</p>	<p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to 73</p>																																																																																
<p>71. For how many weeks did you take this training or education on a full-time basis?</p>	<p><input type="text"/> <input type="text"/> Weeks</p>																																																																																
<p>72. How many hours per week was it?</p>	<p><input type="text"/> <input type="text"/> Hours</p>																																																																																
<p>73. Did you take any of this training or education on a part-time basis?</p>	<p>Yes 3 <input type="radio"/></p> <p>No 4 <input type="radio"/> Go to 76</p>																																																																																
<p>74. For how many weeks did you take this training or education on a part-time basis?</p>	<p><input type="text"/> <input type="text"/> Weeks</p>																																																																																
<p>75. How many hours per week was it?</p>	<p><input type="text"/> <input type="text"/> Hours</p>																																																																																
<p>76. Who paid the fees or tuition for this program?</p>	<p>(Mark all that apply)</p> <p>Self / family 1 <input type="radio"/></p> <p>Government 2 <input type="radio"/></p> <p>Union or professional organization 3 <input type="radio"/></p> <p>Other 4 <input type="radio"/></p> <p>No fees 5 <input type="radio"/></p> <p>Don't know 6 <input type="radio"/></p>																																																																																



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	<div>Program <b>1</b></div> <div>Elementary/high school diploma</div>
	77. What was the main reason you took this program? Was it for ..
78. To what extent are you using the skills or knowledge acquired in this training or education at work?  <i>(Read categories)</i>	<div>To a great extent <input type="radio"/> 1</div> <div>Somewhat <input type="radio"/> 2</div> <div>Very little <input type="radio"/> 3</div> <div>Not at all <input type="radio"/> 4</div> <div>Not applicable <input type="radio"/> 5</div>
79. Since January 1991, did you receive a degree, diploma or certificate for this training?	<div>Yes <input type="radio"/> 6</div> <div><i>Go to 68 and repeat for next program taken in 67.</i></div> <div><i>If no other program taken, Go to 82.</i></div> <div>No <input type="radio"/> 7</div>
80. Are you still taking this training or education?	<div>Yes <input type="radio"/> 8</div> <div>No <input type="radio"/> 9</div> <div><i>Go to 68 and repeat for next program taken in 67.</i></div> <div><i>If no other program taken, Go to 82.</i></div>

Program 2	Program 3	Program 4	Program 5
Apprenticeship certificate	Trade-vocational diploma/certificate	College diploma/certificate	University degree diploma/certificate
<b>career/job related purposes?</b> <input type="radio"/> 7 Go to 78 <b>personal interest?</b> <input type="radio"/> 8 } Go to 79 other <input type="radio"/> 9 }	<b>career/job related purposes?</b> <input type="radio"/> 7 Go to 78 <b>personal interest?</b> <input type="radio"/> 8 } Go to 79 other <input type="radio"/> 9 }	<b>career/job related purposes?</b> <input type="radio"/> 7 Go to 78 <b>personal interest?</b> <input type="radio"/> 8 } Go to 79 other <input type="radio"/> 9 }	<b>career/job related purposes?</b> <input type="radio"/> 7 Go to 78 <b>personal interest?</b> <input type="radio"/> 8 } Go to 79 other <input type="radio"/> 9 }
<b>To a great extent</b> <input type="radio"/> 1 <b>Somewhat</b> <input type="radio"/> 2 <b>Very little</b> <input type="radio"/> 3 <b>Not at all</b> <input type="radio"/> 4 Not applicable <input type="radio"/> 5	<b>To a great extent</b> <input type="radio"/> 1 <b>Somewhat</b> <input type="radio"/> 2 <b>Very little</b> <input type="radio"/> 3 <b>Not at all</b> <input type="radio"/> 4 Not applicable <input type="radio"/> 5	<b>To a great extent</b> <input type="radio"/> 1 <b>Somewhat</b> <input type="radio"/> 2 <b>Very little</b> <input type="radio"/> 3 <b>Not at all</b> <input type="radio"/> 4 Not applicable <input type="radio"/> 5	<b>To a great extent</b> <input type="radio"/> 1 <b>Somewhat</b> <input type="radio"/> 2 <b>Very little</b> <input type="radio"/> 3 <b>Not at all</b> <input type="radio"/> 4 Not applicable <input type="radio"/> 5
Yes <input type="radio"/> 6 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82. No <input type="radio"/> 7	Yes <input type="radio"/> 6 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82. No <input type="radio"/> 7	Yes <input type="radio"/> 6 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82. No <input type="radio"/> 7	Yes <input type="radio"/> 6 Go to 82 No <input type="radio"/> 7
Yes <input type="radio"/> 8 No <input type="radio"/> 9 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82.	Yes <input type="radio"/> 8 No <input type="radio"/> 9 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82.	Yes <input type="radio"/> 8 No <input type="radio"/> 9 Go to 68 and repeat for next program taken in 67. If no other program taken, Go to 82.	Yes <input type="radio"/> 8 No <input type="radio"/> 9 Go to 82

SECTION F. NON-EMPLOYER COURSES	Course <b>1</b>
81. Was this training taken as courses, workshops, seminars, or tutorials?	Yes <sup>1</sup> <input type="radio"/> Go to 83 No <sup>2</sup> <input type="radio"/> Go to 97
82. Since January 1991, did you take any <u>other</u> courses, workshops, seminars or tutorials that were not supported by your employer and were not part of the program(s) we just discussed?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 97
83. What were the major subjects or fields of study of this training or education? (Record each subject separately in course 1 through 5 and complete items 84 to 96.)	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
84. What was the main reason you took .. (read subject from 83)? Was it for ..	career/job related purposes? <sup>5</sup> <input type="radio"/> Go to 87 personal interest? <sup>6</sup> <input type="radio"/> other <sup>7</sup> <input type="radio"/>
85. Where did you take this training or education? Was it at a ..	<div style="display: flex; justify-content: space-between;"> <span>Yes</span> <span>No</span> </div> school? <sup>1</sup> <input type="radio"/> <sup>2</sup> <input type="radio"/> community centre? <sup>3</sup> <input type="radio"/> <sup>4</sup> <input type="radio"/> recreational or sport facility centre? <sup>5</sup> <input type="radio"/> <sup>6</sup> <input type="radio"/> elsewhere? <sup>7</sup> <input type="radio"/> <sup>8</sup> <input type="radio"/>
86. How many hours of training was this?	<div style="border: 1px solid black; width: 100px; height: 30px; display: flex; align-items: center;"> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1;"></div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> </div> <div>Hours</div> </div> <div style="margin-top: 5px;"> <div style="border: 1px solid black; width: 100px; height: 10px; display: flex; align-items: center;"> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1; border-right: 1px solid black; margin-right: 5px;"></div> <div style="flex: 1;"></div> </div> <div style="margin-left: 10px;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> </div> </div> <div style="margin-top: 5px;"> <div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; border: 1px solid black; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> </div> <div style="margin-left: 10px;">Go to 96</div> </div>
87. Where did you take this training or education? Was it at ..	<div style="display: flex; justify-content: space-between;"> <span>Yes</span> <span>No</span> </div> a university? <sup>01</sup> <input type="radio"/> <sup>02</sup> <input type="radio"/> a college? <sup>03</sup> <input type="radio"/> <sup>04</sup> <input type="radio"/> a high school/ elementary school? <sup>05</sup> <input type="radio"/> <sup>06</sup> <input type="radio"/> a business/ commercial school? <sup>07</sup> <input type="radio"/> <sup>08</sup> <input type="radio"/> elsewhere? <sup>09</sup> <input type="radio"/> <sup>10</sup> <input type="radio"/>
88. Was this training or education taken ..	<div style="display: flex; justify-content: space-between;"> <span>Yes</span> <span>No</span> </div> through classroom instruction? <sup>01</sup> <input type="radio"/> <sup>02</sup> <input type="radio"/> through apprenticeship, articling, or internship training? <sup>03</sup> <input type="radio"/> <sup>04</sup> <input type="radio"/> using a computer as a teaching tool? <sup>05</sup> <input type="radio"/> <sup>06</sup> <input type="radio"/> through distance education (such as correspondence or television)? <sup>07</sup> <input type="radio"/> <sup>08</sup> <input type="radio"/> through other methods? <sup>09</sup> <input type="radio"/> <sup>10</sup> <input type="radio"/>



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	Course <b>1</b>			
89. Since January 1991, did you take any of this training or education for <u>6 or more</u> hours a day?	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 91			
90. For how many days did you take this training or education?	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Days			
91. Did you take any of this training or education for <u>less than 6 hours</u> a day?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 93			
92. How many hours of training was this?	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Hours			
93. To what extent are you using the skills or knowledge acquired in this training or education at work?  (Read categories)	<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> Not applicable <sup>9</sup> <input type="radio"/>			
94. Did you complete this training?	Yes <sup>1</sup> <input type="radio"/> Go to 96 No <sup>2</sup> <input type="radio"/>			
95. Are you still taking this training?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>			
96. Who paid the fees or tuition for your training or education?	(Mark all that apply) Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/>  Go to 84 and repeat for next subject taken in 83. If no other subject taken, Go to 97.			

Course 2	Course 3	Course 4	Course 5																
Yes <sup>1</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/>	Yes <sup>1</sup> <input type="radio"/>																
No <sup>2</sup> <input type="radio"/> Go to 91	No <sup>2</sup> <input type="radio"/> Go to 91	No <sup>2</sup> <input type="radio"/> Go to 91	No <sup>2</sup> <input type="radio"/> Go to 91																
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No <sup>4</sup> <input type="radio"/> Go to 93	No <sup>4</sup> <input type="radio"/> Go to 93	No <sup>4</sup> <input type="radio"/> Go to 93	No <sup>4</sup> <input type="radio"/> Go to 93																
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(Mark all that apply)	(Mark all that apply)	(Mark all that apply)	(Mark all that apply)																
Self / family <sup>1</sup> <input type="radio"/>	Self / family <sup>1</sup> <input type="radio"/>	Self / family <sup>1</sup> <input type="radio"/>	Self / family <sup>1</sup> <input type="radio"/>																
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Other <sup>4</sup> <input type="radio"/>	Other <sup>4</sup> <input type="radio"/>	Other <sup>4</sup> <input type="radio"/>	Other <sup>4</sup> <input type="radio"/>																
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Go to 84 and repeat for next subject taken in 83.	Go to 84 and repeat for next subject taken in 83.	Go to 84 and repeat for next subject taken in 83.	Go to 97																
If no other subject taken, Go to 97.	If no other subject taken, Go to 97.	If no other subject taken, Go to 97.																	

SECTION G. NON-EMPLOYER - ANY OTHER COURSES	Course <b>1</b>
97. Since January 1991, did you take any hobby, recreational or interest courses, personal development courses or any other training or education?	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 112
98. What were the major subjects or fields of study of this training or education? (Record each subject separately in course 1 through 5 and complete items 99 to 111.)	<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
99. What was the main reason you took .. (read subject from 98)? Was it for ..	career/job related purposes? <sup>3</sup> <input type="radio"/> Go to 102 personal interest? <sup>4</sup> <input type="radio"/> other <sup>5</sup> <input type="radio"/>
100. Where did you take this training or education? Was it at a ..	<div> <div>Yes</div> <div>No</div> </div> school? <sup>1</sup> <input type="radio"/> <sup>2</sup> <input type="radio"/> community centre? <sup>3</sup> <input type="radio"/> <sup>4</sup> <input type="radio"/> recreational or sport facility centre? <sup>5</sup> <input type="radio"/> <sup>6</sup> <input type="radio"/> elsewhere? <sup>7</sup> <input type="radio"/> <sup>8</sup> <input type="radio"/>
101. How many hours of training was this?	<div> <div></div> <div></div> <div></div> </div> Hours <div> <div></div> <div>→</div> </div> Go to 111
102. Where did you take this training or education? Was it at ..	<div> <div>Yes</div> <div>No</div> </div> a university? <sup>01</sup> <input type="radio"/> <sup>02</sup> <input type="radio"/> a college? <sup>03</sup> <input type="radio"/> <sup>04</sup> <input type="radio"/> a high school/ elementary school? <sup>05</sup> <input type="radio"/> <sup>06</sup> <input type="radio"/> a business/ commercial school? <sup>07</sup> <input type="radio"/> <sup>08</sup> <input type="radio"/> elsewhere? <sup>09</sup> <input type="radio"/> <sup>10</sup> <input type="radio"/>
103. Was this training or education taken ..	<div> <div>Yes</div> <div>No</div> </div> through classroom instruction? <sup>1</sup> <input type="radio"/> <sup>2</sup> <input type="radio"/> using a computer as a teaching tool? <sup>3</sup> <input type="radio"/> <sup>4</sup> <input type="radio"/> through distance education (such as correspondence or television)? <sup>5</sup> <input type="radio"/> <sup>6</sup> <input type="radio"/> through other methods? <sup>7</sup> <input type="radio"/> <sup>8</sup> <input type="radio"/>

Course 2	Course 3	Course 4	Course 5
<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> </div>
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Yes No school? 1 <input type="radio"/> 2 <input type="radio"/> community centre? 3 <input type="radio"/> 4 <input type="radio"/> recreational or sport facility centre? 5 <input type="radio"/> 6 <input type="radio"/> elsewhere? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No school? 1 <input type="radio"/> 2 <input type="radio"/> community centre? 3 <input type="radio"/> 4 <input type="radio"/> recreational or sport facility centre? 5 <input type="radio"/> 6 <input type="radio"/> elsewhere? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No school? 1 <input type="radio"/> 2 <input type="radio"/> community centre? 3 <input type="radio"/> 4 <input type="radio"/> recreational or sport facility centre? 5 <input type="radio"/> 6 <input type="radio"/> elsewhere? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No school? 1 <input type="radio"/> 2 <input type="radio"/> community centre? 3 <input type="radio"/> 4 <input type="radio"/> recreational or sport facility centre? 5 <input type="radio"/> 6 <input type="radio"/> elsewhere? 7 <input type="radio"/> 8 <input type="radio"/>
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Yes No a university? 01 <input type="radio"/> 02 <input type="radio"/> a college? 03 <input type="radio"/> 04 <input type="radio"/> a high school/ elementary school? 05 <input type="radio"/> 06 <input type="radio"/> a business/ commercial school? 07 <input type="radio"/> 08 <input type="radio"/> elsewhere? 09 <input type="radio"/> 10 <input type="radio"/>	Yes No a university? 01 <input type="radio"/> 02 <input type="radio"/> a college? 03 <input type="radio"/> 04 <input type="radio"/> a high school/ elementary school? 05 <input type="radio"/> 06 <input type="radio"/> a business/ commercial school? 07 <input type="radio"/> 08 <input type="radio"/> elsewhere? 09 <input type="radio"/> 10 <input type="radio"/>	Yes No a university? 01 <input type="radio"/> 02 <input type="radio"/> a college? 03 <input type="radio"/> 04 <input type="radio"/> a high school/ elementary school? 05 <input type="radio"/> 06 <input type="radio"/> a business/ commercial school? 07 <input type="radio"/> 08 <input type="radio"/> elsewhere? 09 <input type="radio"/> 10 <input type="radio"/>	Yes No a university? 01 <input type="radio"/> 02 <input type="radio"/> a college? 03 <input type="radio"/> 04 <input type="radio"/> a high school/ elementary school? 05 <input type="radio"/> 06 <input type="radio"/> a business/ commercial school? 07 <input type="radio"/> 08 <input type="radio"/> elsewhere? 09 <input type="radio"/> 10 <input type="radio"/>
Yes No through classroom instruction? 1 <input type="radio"/> 2 <input type="radio"/> using a computer as a teaching tool? 3 <input type="radio"/> 4 <input type="radio"/> through distance education (such as correspondence or television)? 5 <input type="radio"/> 6 <input type="radio"/> through other methods? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No through classroom instruction? 1 <input type="radio"/> 2 <input type="radio"/> using a computer as a teaching tool? 3 <input type="radio"/> 4 <input type="radio"/> through distance education (such as correspondence or television)? 5 <input type="radio"/> 6 <input type="radio"/> through other methods? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No through classroom instruction? 1 <input type="radio"/> 2 <input type="radio"/> using a computer as a teaching tool? 3 <input type="radio"/> 4 <input type="radio"/> through distance education (such as correspondence or television)? 5 <input type="radio"/> 6 <input type="radio"/> through other methods? 7 <input type="radio"/> 8 <input type="radio"/>	Yes No through classroom instruction? 1 <input type="radio"/> 2 <input type="radio"/> using a computer as a teaching tool? 3 <input type="radio"/> 4 <input type="radio"/> through distance education (such as correspondence or television)? 5 <input type="radio"/> 6 <input type="radio"/> through other methods? 7 <input type="radio"/> 8 <input type="radio"/>



	Course <b>1</b>
104. Since January 1991, did you take any of this training or education for <u>6 or more</u> hours a day?	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 106
105. For how many days did you take this training or education?	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin-left: 10px;">Days</div> </div>
106. Did you take any of this training or education for <u>less than 6 hours</u> a day?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/> Go to 108
107. How many hours of training was this?	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin-left: 10px;">Hours</div> </div>
108. To what extent are you using the skills or knowledge acquired in this training or education at work? <i>(Read categories)</i>	<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> Not applicable <sup>9</sup> <input type="radio"/>
109. Did you complete this training?	Yes <sup>1</sup> <input type="radio"/> Go to 111 No <sup>2</sup> <input type="radio"/>
110. Are you still taking this training?	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>
111. Who paid the fees or tuition for your training or education?	<i>(Mark all that apply)</i> Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/> Go to 99 and repeat for next subject taken in 98. If no other subject taken, Go to 112.

Course 2	Course 3	Course 4	Course 5												
Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 106	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 106	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 106	Yes <sup>1</sup> <input type="radio"/> No <sup>2</sup> <input type="radio"/> Go to 106												
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<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> <b>Not applicable</b> <sup>9</sup> <input type="radio"/>	<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> <b>Not applicable</b> <sup>9</sup> <input type="radio"/>	<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> <b>Not applicable</b> <sup>9</sup> <input type="radio"/>	<b>To a great extent</b> <sup>5</sup> <input type="radio"/> <b>Somewhat</b> <sup>6</sup> <input type="radio"/> <b>Very little</b> <sup>7</sup> <input type="radio"/> <b>Not at all</b> <sup>8</sup> <input type="radio"/> <b>Not applicable</b> <sup>9</sup> <input type="radio"/>												
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Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>	Yes <sup>3</sup> <input type="radio"/> No <sup>4</sup> <input type="radio"/>												
<i>(Mark all that apply)</i> Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/> Go to 99 and repeat for next subject taken in 98. If no other subject taken, Go to 112.	<i>(Mark all that apply)</i> Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/> Go to 99 and repeat for next subject taken in 98. If no other subject taken, Go to 112.	<i>(Mark all that apply)</i> Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/> Go to 99 and repeat for next subject taken in 98. If no other subject taken, Go to 112.	<i>(Mark all that apply)</i> Self / family <sup>1</sup> <input type="radio"/> Government <sup>2</sup> <input type="radio"/> Union or professional organization <sup>3</sup> <input type="radio"/> Other <sup>4</sup> <input type="radio"/> No fees <sup>5</sup> <input type="radio"/> Don't know <sup>6</sup> <input type="radio"/> Go to 112												

SECTION H. GENERAL QUESTIONS

112. INTERVIEWER CHECK ITEM:

If "YES" in 18 }  
OR } 1 ☐ Go to 113  
"NO" in 20 }  
Otherwise 2 ☐ Go to 120

113. The next few questions are general questions.

(If the respondent is self employed, substitute the word "business" for employer.)

Does/did your employer operate at more than one location in Canada?

Yes 3 ☐

No 4 ☐

114. In total about how many persons are/were employed at all locations in Canada? Was it ..

less than 20? 5 ☐

20 to 99? 6 ☐

100 to 499? 7 ☐

500 or over? 8 ☐

don't know 9 ☐

115. In general, do you feel the training provided by your employer to you and your co-workers was ..

very adequate? 1 ☐

adequate? 2 ☐

somewhat adequate? 3 ☐

not adequate? 4 ☐

not applicable/no training 5 ☐

116. Since January 1991, was there any training or education that you NEEDED to take for career or job-related reasons but did not?

Yes 6 ☐

No 7 ☐ Go to 118

117. What were the reasons you did not take this training or education?

(Mark all that apply)

Too busy 1 ☐

Training programs not offered 2 ☐

Too expensive/have no money 3 ☐

Family responsibilities 4 ☐

Health reasons 5 ☐

Other 6 ☐

118. Were you a member of a union or other group which bargained collectively with your employer?

Yes <sup>7</sup> ☐ Go to 120

No <sup>8</sup> ☐

No 8 ○

19. Although you were not a member of a union, were your wages covered by a collective agreement negotiated by a union or other group?

Yes <sup>1</sup> ☐

No <sup>2</sup> ☐

Don't know <sup>3</sup> ☐

No 20

Don't know 30

120. Since January 1991, was there any training or education that you WANTED to take but did not? This includes hobby, recreational or interest courses.

Yes 4 ☐

No 5 ☐ Go to 122

No 5 ☐ Go to 122

121. What were the reasons you did not take this training or education?

(Mark all that apply)

Too busy	1 <input type="radio"/>
Training programs not offered	2 <input type="radio"/>
Too expensive/have no money	3 <input type="radio"/>
Family responsibilities	4 <input type="radio"/>
Health reasons	5 <input type="radio"/>
Other	6 <input type="radio"/>

Too busy 10

Too expensive/have no money 3 ☐

Family responsibilities 40

Health reasons <sup>5</sup> ○Other 60

122. For 1991, what was your annual income from the following sources?

Total income from wages and salaries before taxes or deductions

.00

No income ☐ 1

Don't know ☐ 2

Refused ☐ 3

Net income from self-employment  
(If "loss" mark "No income")

.00

No income ☐ 4

Don't know ☐ 5

Refused ☐ 6

Other income such as investment, scholarships, retirement pensions, etc.

.00

No income ☐ 7

Don't know ☐ 8

Refused ☐ 9

\_\_\_\_\_ .00

No income ☐

Don't know 20

Refused ☐ 3 ☐

\_\_\_\_\_ .00

No income 4 ☐

Don't know 5 ○

Refused ☐ 6 ☐

1 1 1 1 1 1 1 .00

No income ☐ 7

Don't know 8 ○

Refused 90

8-5103-153.1







